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ABSTRACT

The basic text (or, in some cases, an outline of the text) of the presentations taped at the conference for vocational education personnel coordinators constitute the major portion of this report. Titles are (1) A Philosophy for Personnel Development in Vocational Education, (2) Performance-Based Teacher Education for Vocational Teachers, (3) A Paradigm for State Personnel Development in Vocational Education, (4) Arizona State Personnel Development System (Outline), (5) The Illinois State Professional Development System, (6) Texas Exemplary Regional Project, (7) Region VIII Staff Development Workshop to Improve the Administration of Vocational Education, (8) Minnesota In-service Program for Vocational Teacher Educators, and (9) Georgia State Professional Development System. Small group summaries are also included along with a conference summary, conference evaluation, a copy of the agenda, list of participants (77) with addresses, and the conference evaluation form. (WL)

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PHILOSOPHY, PROGRAM DEVELOPMENT AND IMPLEMENTATION

Proceedings and Evaluation of the Fifth Annual
National Conference for State Personnel
Development Coordinators

G. William Porter
Richard L. Bogart
Sue J. King

Editors

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THE CENTER

John K. Coster, Director

The Center for Occupational Education at North Carolina State University at Raleigh is a research and development center established in 1965 under the provisions of the Vocational Education Act of 1963. The Center has been established as an integral unit within the School of Education at North Carolina State University, and its major programs are supported by contracts with the National Institute of Education. The Center has as its mission the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education. The major research and development programs of the Center focus on the relationship of occupational education to its context or environment. The frame of reference for occupational education includes its relationship to regional economy, politics, and the employment or work environment. In addition to its primary programs, the Center also maintains a Division of Special Service Projects which provides the capability for flexible action within the Center's overall mission. Funding for these projects is not maintained through the Center's federal grant, but, rather, negotiated on a project-by-project basis with contracting agencies.

CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

John K. Coster, Series Editor

This series is published by the Center for Occupational Education, North Carolina State University at Raleigh, as a service of the Vocational Education Professional Development Unit, Division of Educational Systems Development, Bureau of Occupational and Adult Education, U. S. Office of Education.

ADDITIONAL INFORMATION

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PREFACE

The Fifth National Conference for Vocational Education Personnel Development Coordinators was held January 26-28, 1976, at the Quality Inn-Cibola in Arlington, Texas. In addition to the personnel development coordinators (or their representatives) and the project staff, the 77 participants included U. S. Office of Education staff members from Washington, D. C., and the ten OE regional offices, teacher educators, a state director of vocational education, and three EPDA fellows. The conference was sponsored by the Center for Occupational Education's EPDA-funded national training activity entitled "National Resource Panel for State Personnel Development Systems."

The theme of the conference was "Philosophy, Program Development and Implementation," and the conference objectives were as follows:

1. To develop collectively a general philosophy of vocational education professional development.
2. To provide each coordinator participant with information tools and techniques necessary to tailor the general philosophy to the requirements of his/her particular state or territory.
3. To update participant knowledge of the state-of-the-art in performance-based teacher education and to provide "hands on" experience with two PBTE modules.
4. To provide each state personnel development coordinator with a model for an ideal state personnel development system, as well as with descriptions of two systems currently in place which can serve as benchmarks for individual coordinators in assessing the quality and comprehensiveness of their own professional development systems.

5. To increase national, regional and state articulation and coordination through the provision of a forum for the exchange of ideas and new information concerning national, regional and state projects, policies, implementation procedures, practices and priorities.

This report includes the basic text (or, in some cases, an outline of the text) of the presentations taped at the conference. Since the simultaneous small group discussions were not taped, group reporters were designated, and their prepared summaries are included. Unedited transcripts were returned to each program participant for his or her reactions and suggestions, and, where possible, their revised presentations are reproduced. A post-conference evaluation form (Appendix C) was completed by 56 percent of the participants, and the results of the evaluation are reported following the Conference Summary.

The Center and the editors wish to express gratitude to those who made presentations at the conference, the group leaders, the conference planning committee, and the coordinators themselves for making the conference a success, and the entire Center technical staff for their assistance in the production and dissemination of this report.

John K. Coster
Director

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A PHILOSOPHY FOR PERSONNEL DEVELOPMENT IN VOCATIONAL EDUCATION

Dewey A. Adams

Professor and Director of Vocational Education
Virginia Polytechnic Institute and State University

Introduction

We are mindful today of the influential audience we face and the important role which each of you plays in the design, development, promotion and evaluation of vocational education personnel development programs throughout the nation. We are also aware of the far-reaching benefits which can be gained when state departments of education, teacher education institutions and local vocational education units decide to work together to maximize the outcomes of a unified personnel development program. Perhaps we face no greater challenge in vocational education than that of achieving this unity, and I trust that my few remarks will enhance our efforts in that pursuit.

Meaning of Philosophy

When first approached about our assignment for today, I felt immediately that it would be relatively easy and knew exactly how I wished to approach the task. After all, had not vocational educators been "philosophizing" for many years, making such an assignment relatively simple? We were asked to deal with three questions:

1. What is philosophy?
2. What are the possible components of a philosophy of vocational education personnel development?
3. How might we go about developing our philosophy of personnel development at the national, state and local levels?

Upon more intensive examination, I have realized that my task was not so easy as once believed. In the first place, one universally accepted definition

of philosophy was not readily evident. We discovered quite a number of possible definitions for consideration. Let me share a few of them with you:

1. A system for guiding life; a body of principles of conduct.
2. A set of religious beliefs or traditions.
3. The study of truth or principles underlying all knowledge.
4. The broad general principles of a particular subject or field.
5. A reasonable attitude; accepting things as they are and making the best of them.

Beliefs, convictions, creeds, doctrines, attitudes, concepts, principles, theories and thoughts--all these can be found in definitions of philosophy. But we needed another dimension which would give philosophy substance, reality and a practical-world orientation. We sought statements from the vocational literature which would be philosophical but which would convey depth of meaning. Maybe you will recognize some of those we found:

> Just after the Board had brought the schools up to date
> To prepare you for your life's work
> Without teaching you one superfluous thing,
> Jim Reilly presented himself to be educated.
> He wanted to be a bricklayer.
> They taught him to be a perfect bricklayer,
> and nothing more.[1]

> We must take the people where they are and carry them as far as they can go within the assigned function of the system. If they cannot read, then we will simply teach them to read and make them proud of their achievement. If they did not finish high school but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach. If their talent is technical or vocational, then we will simply offer them instruction, whatever the field, however complex or simple, that will provide them with the knowledge and skill they can sell in the market place of our State, and thereby contribute to its scientific and industrial growth.[2]

> It seems to me that adult education still has a basic confusion between a belief that people can determine what is good for them and a belief that educators know what is good for them. Adult education activities very often grow out of institutions which are primarily responsible for the education of youth. In exercising their responsibilities for the education

> of youth, these institutions tend to act as though they are quite sure what is good for youth. They set up a series of hurdles over which youth must soar in order to demonstrate accomplishment and reach the goal of a degree. The number and height of the hurdles are set by the institution, and the race is to the bright and retentive. This kind of educational responsibility tends to create the person who likes to do good to people, who is unable or unwilling to let people make their choices--even to be ignorant if they so desire. Now this belief is quite different from the conviction of the adult educator who believes that people are the best judges of their own problems and can best determine how to deal with them. If he believes this, he must hold himself largely in "standby" condition, ready to organize, aid, assist, help, uphold, but not to direct the educational activities of the people with whom he works.[3]

> The most effective leader is one who acts as a catalyst, a consultant and a resource to the group. The leader acts in such a way as to facilitate group strength, individual responsibility, diversity, nonconformity and aggressiveness. The leader must command strong discipline, not only because people respect a strong leader, but because strength and firmness communicate care and concern.[4]

We could go on, but from these ideas and experiences we should be able to formulate a tentative definition of philosophy for vocational education professional development, enabling us to take some first steps in philosophy-building. Let me offer such a definition, but accept it only as a starting point. Modifications should come in our small group discussions later today and should continue throughout our efforts to build philosophy.

Philosophy of vocational education personnel development may be viewed as "a set of interrelated beliefs about each aspect of pre-service education, in-service education, consultant services and research and development activities in a comprehensive approach to vocational education personnel development." The utilization of such a definition appears to require that we accept certain propositions of joint vocational education staff behavior:

1. Both teacher educators and state department staffs must be meaningfully involved in the design, development, conduct and evaluation of personnel training programs at all levels of endeavor.

2. Clientele themselves as well as the organizations in which they serve must play a significant role in their own development.
3. Nature of and trends in contemporary society must be taken into account in the design and development of personnel training programs.
4. All people (teachers, supervisors, administrators, policy-makers, counselors and teacher educators) who provide direct or indirect input into the vocational education program must be recipients of and benefit from the personnel development program.
5. The search for a philosophy of vocational education personnel development becomes one of raising questions rather than stating answers or solutions. Such questions must be big and important, the "right" questions.

Possible Components of a Philosophy of Personnel Development in Vocational Education

Each state should expect to plan and implement its own program of vocational education personnel development giving emphasis to those aspects of training which its leaders consider to be most important. Yet while programs and program emphasis may differ from state to state, perhaps we can consider some components and belief statements with respect to a philosophy of personnel development in vocational education here which will serve as a beginning for further refinement in each state. Such components and belief statements may also serve as something of a national framework for personnel development support and promotion. Seven components around which we recommend the building of belief statements are these:

1. General nature of society and culture from which our clientele come and to which they will go for work after their pre-service or in-service education.

2. Major interests, priorities and goals in a given state, local school area or educational organization. (National and/or state priorities may influence programs at other levels of government.)
3. Prevailing social, economic and political climate and resources with which we can work.
4. Nature of teachers, administrators, supervisors, counselors, researchers, curriculum leaders and policy-makers we wish to turn out.
5. Types of training programs (courses, workshops, seminars and conferences) for emphasis in personnel development.
6. Variety of learning experiences (internship, externship, co-op, practicum and independent project) which are to be emphasized in the program of personnel development.
7. Criteria, standards and procedures for evaluation and assessment of personnel development programs.

Starting on the Formulation of a Philosophy of Vocational Education Personnel Development

The important process of raising questions as an early step in philosophy formulation was mentioned earlier. Among the questions and question areas might be these:

1. Clientele needs and job opportunities in the immediate future.
   a. What vocational education services will experience most critical shortages of specialized teachers in the next decade?
   b. What will occur with respect to consumer education and general home economics?
   c. To what extent will the co-op concept become predominant in all of our vocational education programs in the next decade?

d. What are the needs and trends with respect to the development of general, across-the-board vocational leadership? Vocational counselors? Teacher educators?

2. National, state and local priorities.

a. To what extent will vocational education for the handicapped continue to be a top national priority?

b. To what extent will job placement be a top priority in most states?

c. What priority will be given to career education at the local level?

3. Traditional and creative resources for personnel development programs.

a. To what extent can we increase the use of business and industrial resources such as fellowships, part-time instructors and training stations for on-the-job experience?

b. How can we involve the community in a more substantive way in personnel development programs?

c. To what extent can we utilize professional retirees and volunteer workers in personnel development programs?

4. New "breeds" of vocational teachers, teacher leaders and support personnel.

a. How should a career education leader differ from vocational or general education leaders whom we have had in the past?

b. What should a vocational counselor be able to do which a general counselor has not been able to do?

c. What new competencies should across-the-board leadership possess?

d. To what extent might we build large cadres of instructors from those trained in industry?

5. New and/or updated types of training programs.

   a. To what extent can we continue to rely on traditional courses, workshops and conferences with respect to vocational education personnel development?

   b. What promise does the business or industrial internship experience offer?

   c. What use can we make of the individual research project, the externship and the independent field study as new training programs for vocational personnel?

6. New and/or updated learning experiences.

   a. How can we use the concepts (behavioral science) seminar in general vocational leadership development?

   b. How can we use simulation and/or games theory more extensively in vocational education personnel development?

   c. To what extent can we develop credit for work experience as a part of our personnel development program?

7. Criteria, standards and procedures for evaluation of personnel development programs.

   a. What roles will graduate and undergraduate students play in evaluation of personnel development programs?

   b. Should there be incentives for organizations which exceed the normal plans and programs of personnel development?

   c. What part of the total endeavor should and will EPDA programs play at national and state levels of personnel development?

A Preamble and Exemplary Belief Statements

The process of raising questions can result in the data necessary to formulate a preamble and belief statements which make up the major tenets of personnel development philosophy. Let us try just a few belief statements. Hopefully, your small group discussions will refine these and result in the formulation of others. Perhaps our belief statements could be along the same order as those suggested by the panel of experts who influenced the drafting of the Vocational Education Act of 1963.

1. We believe that the major purpose of professional vocational education personnel development is to provide competent personnel to direct the preparation and continuing inservice education of workers for contemporary society. Included are teachers, administrators, supervisors, counselors, teacher educators and/or policy-makers.
2. We believe that all of those who are reasonably affected by vocational education programs should have some role in planning, implementing and evaluating personnel development programs. Such persons include students, teachers, teacher educators, administrators, supervisors, business and industrial personnel, policy-makers and general citizens.
3. We believe that a new kind of general, across-the-board leadership in vocational education is essential to the future expansion and well-being of our profession. Educational preparation for this new leadership should draw upon the best traditions of our specialized services and blend in new concepts, principles and practices from the behavioral sciences, business, industry and technology, and the field of practice itself.

We might continue with other belief statements, but these three are ample to show the framework we are suggesting for your consideration here. If the

discussion groups find them useful, we will feel positive about our role in this conference.

Closing Comments

Five propositions appear crucial to the formulation of a philosophy for vocational education personnel development for our times:

1. Philosophy must consider a renewal of cooperative personnel development planning, recalling the best elements of our traditional joint staff operation and adding the best innovations in our modern teacher education programs.
2. Philosophy must consider a total plan including all persons, programs, processes and learning experiences which are related to contemporary vocational education.
3. Philosophy must consider all the traditional and new resources at the command of state departments of education, local school units, and teacher education institutions.
4. Philosophy must consider needs of contemporary society and the new breeds of vocational educators we want for the future.
5. Philosophy must consider plans for complete and continual evaluation and replanning as needs and trends change.

References

1. Erskine, John. Modern Ode to the Modern School.
2. Herring, W. Dallas. Open the Door--All the Way.
3. McGlothlin, W. J. Planning for Adult Education--A Basic Confusion.
4. Gibb, Jack. Views of Educational Leadership.

PERFORMANCE-BASED TEACHER EDUCATION FOR VOCATIONAL TEACHERS

Robert E. Norton
The Center for Vocational Education, The Ohio State University

A. Why PBTE/CBTE?

1. Several factors stimulating movement
   a. Stress on performance objectives
   b. Concern for accountability
   c. Desire to individualize instruction
   d. Widespread dissatisfaction with many current teacher education programs
2. Tremendous need for personnel development in vocational education: Ohio experienced 240% growth in number of professional personnel 1968 to 1974
3. Need exists for:
   a. More competent and effective vocational teachers
   b. Instruction based on identified and validated competencies
   c. Evaluation which is performance rather than knowledge oriented
   d. Instruction which provides for a variety of realistic learning experiences and options
   e. Instruction which provides immediate feedback to the learner
   f. Instruction which holds both the student and instructor accountable
   g. Instruction which is both efficient and effective

B. What is PBTE/CBTE

1. A new and alternative approach to teacher preparation
2. PBTE/CBTE terms for all practical purposes are synonomous:
   a. Some prefer CBTE because it stresses the development of specific competencies

b. Some prefer PBTE because it stresses the development of the teacher's ability to actually perform the specified competencies

3. Essential defining characteristics of PBTE (AACTE 1974)
   a. Competencies to be demonstrated are made public in advance
   b. Criteria to be employed in assessing competencies are made public in advance
   c. The instructional program provides for the development and evaluation of the student's achievement of each of the competencies specified
   d. Assessment of the student's competency uses his performance as the primary source of evidence, takes into account evidence on the student's knowledge, and strives for objectivity
   e. The student's rate of progress through the program is determined by demonstrated competency
4. Implied characteristics of all PB programs (AACTE 1974)
   a. Instruction is individualized to a considerable extent
   b. Learning experiences are guided by feedback
   c. The program as a whole has the characteristics of a system
   d. Emphasis is on exit requirements
   e. The learner is considered to have completed the program only when he has demonstrated the required level of performance
   f. The instructional program is not time-based in units of fixed duration
5. Desired characteristics of PBTE programs (AACTE 1974)
   a. The program is to a considerable extent field-centered—to enhance realism

b. There is a broad base for decision making—for logistical reasons as well as the requirements of democracy and professionalism

c. Instruction is often modularized and uses protocol and training materials—to achieve flexibility and realism within the college setting.

d. Professional preparation is career-long—inherent in the concept of the professional teacher

e. A research component is often built into the program—to enhance the knowledge base on which the profession depends

6. Let's compare conventional and PBTE programs

Conventional Materials/Programs	PBTE Materials/Programs
a. Content-based	Competency-based
b. Time-based	Performance-based
c. Group paced	Individually paced
d. Group needs	Individual needs
e. Delayed feedback	Immediate feedback
f. Textbook/workbook	Multi-media materials
g. Course oriented	Module oriented
h. Classroom-based	Field-based
i. Instructors	Resource persons
j. General objectives	Specific objectives
k. Subjective criteria	Objective criteria
l. Norm-referenced	Criterion-referenced

C. What is the State of the Art?

1. PBTE/CBTE programs are under consideration, development, or being implemented in every state and most universities and colleges

2. 10 elementary education projects, 1968

3. 17 states have mandated PBTE be offered as an alternative; New York State requires it
4. Several consortiums established
5. 120 institutions have operating programs (USOE)
6. 500 institutions have pilot programs
7. Small number of vocational education programs but interest very high Major efforts include:
   a. POP Program, Illinois State University, Normal
   b. NUSTEP Program, University of Nebraska, Lincoln
   c. Wayne State University, Detroit
   d. VITAL Program, Temple University, Philadelphia
8. Center has letters of inquiry from over 110 4-year institutions, 22 2-year institutions, and 15 international agencies
9. See Attachment A for more details

D. The Center's PBVTE Curricula

1. CVE's efforts represent comprehensive program with three major phases: research, curricula development and testing, and dissemination and implementation (See Figure 1 graphic and Attachment E slide/tape script)
2. Research Phase—1967-1972
   a. Analyze vocational teacher performance elements
   b. Analyze vocational teacher-coordinator performance elements
   c. Merge required performance elements = 384
   d. Organize performance elements into ten categories
   e. Develop criteria for each performance element
3. Curricula development and testing phase—1971 to present
   a. Cooperative development of prototype modules - 118

PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION CURRICULA

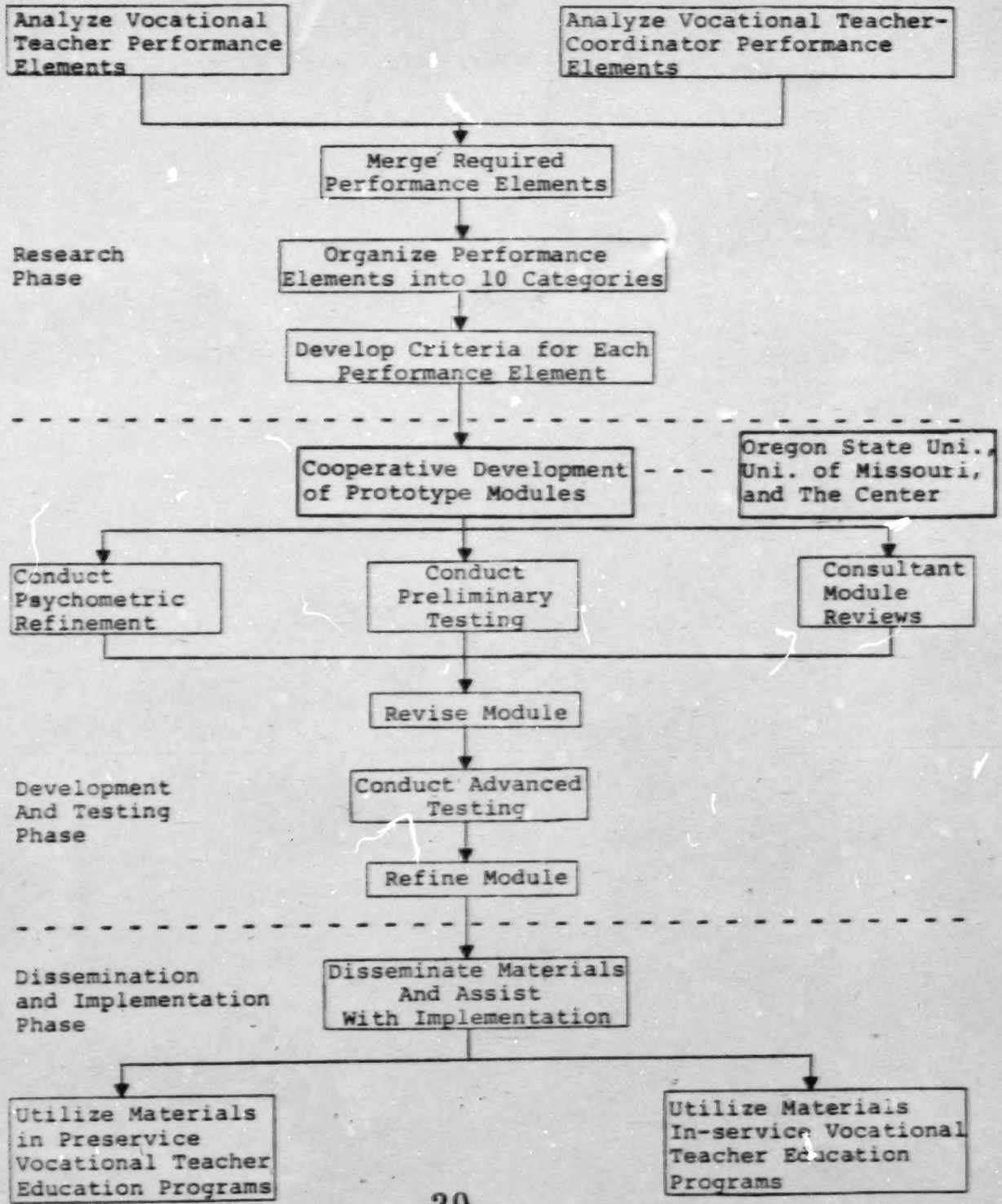
Analyze Vocational Teacher Performance Elements
Analyze Vocational Teacher-Coordinator Performance Elements
Merge Required Performance Elements
Research Phase
Organize Performance Elements into 10 Categories
Develop Criteria for Each Performance Element
Cooperative Development of Prototype Modules
Oregon State Uni., Uni. of Missouri, and The Center
Conduct Psychometric Refinement
Conduct Preliminary Testing
Consultant Module Reviews
Revise Module
Development And Testing Phase
Conduct Advanced Testing
Refine Module
Dissemination and Implementation Phase
Disseminate Materials And Assist With Implementation
Utilize Materials in Preservice Vocational Teacher Education Programs
Utilize Materials In-service Vocational Teacher Education Programs

Figure 1

b. Obtain feedback:

(1) Preliminary field testing

(2) Consultant module reviews

(3) Psychometric refinement

c. Revise modules—rigorous 15 step process, see Attachment B for Module Review Checklist and Typical Instructional Sequence

d. Conduct advanced testing—15 sites including NIE, EPDA, Cost-Recovery sites

e. Refine modules

4. Dissemination and implementation phase

a. Develop supportive training materials

(1) State-of-the-Art Report

(2) Student Guide

(3) Resource Person Guide

(4) Implementation Guide for Administrators

(5) Slide/tape presentations

(6) Training workshop modules (X-101 and X-102)

b. Publish materials

c. Train personnel

d. Assist with implementation of programs

E. Implementation Alternatives/Considerations

1. Blending approach

2. Course substitution

3. Idealized program

4. Alternate parallel program

5. Single service area program

6. Preservice program

7. In-service program

8. Combination preservice and in-service program

F. Program Design Process

1. Planning a PBTE program, see ten steps suggested by Houston, et al. (Attachment C)

2. Collaborative planning and decision-making

3. Staffing patterns

4. Resources required

G. Summary

1. Major features of The Center's PBTE curricula (see Attachment D)

2. Student and staff reactions overwhelmingly positive

3. A very promising alternative!

Attachment A

CURRENT EFFORTS, MODELS, AND PROJECTS[1]

Major efforts relative to PBTE are currently underway in all academic and vocational areas, for preschool, elementary, secondary, post-secondary, adult, undergraduate, and graduate programs. Developmental, implementation, and dissemination efforts are in process at the local education agency level, college and university level, state level, and at the regional and national levels.

The teacher education project which has probably done the most to foster the careful development of PBTE programs and which has undoubtedly done the most publishing of PBTE resource materials has been the American Association of Colleges of Teacher Education (AACTE). Under the leadership of Karl Massanari, PBTE Project Director, and the Performance-Based Teacher Education Project Committee (established 1970) chaired by J.W. Maucker, the AACTE has already published seventeen booklets in its PBTE series and has recently begun the preparation of technical position papers. The project which is now in its sixth year of operation has also sponsored and conducted numerous national and regional conferences focusing directly on the problems and issues involved in implementing and maintaining PBTE programs. AACTE's efforts, supported by a grant from the U. S. Office of Education, have also focused on determining the state of the art of the national performance-based movement, and on fostering a widespread national dialogue

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[1] Taken from Norton, Harrington, and Gill, Performance-based Teacher Education: The State of the Art - General Education and Vocational Education (Draft Version), The Center for Vocational Education, The Ohio State University, 1975, pp. 33-39.

about the progress, prospects, and problems of the movement.

Another national effort launched in 1972 and also supported by the U. S. Office of Education is The Multi-State Consortium on Performance-Based Teacher Education. Perhaps best known for its widely disseminated and read PBTE newsletter, the effort represents a concerted approach by 13 states to promote the cause of PBTE, particularly within their own states. The project, administered by New York State and directed by Theodore F. Andrews, has as one of its primary objectives "the dissemination and communication of information about performance-based teacher education." It has also focused on the implications of PBTE for state certification, on the interstate sharing of information, materials and personnel, and on helping member states develop management systems for performance-based approaches to teacher education.

A third prominent national effort is The National Consortium of CBE Centers. The CBE consortium is an informal association of institutions involved in the development and implementation of Competency-Based Teacher Education. Also supported by the U. S. Office of Education, the consortium consists of nine National CBE Centers, each of which was an outgrowth of the design and development activities initiated in 1968 as the Comprehensive Elementary Teacher Preparation Models. Each of the Centers is involved in conducting CBE research and development activities for implementing preservice and in-service program models,

and in providing developmental assistance and training to others interested in installing competency-based education programs. The Consortium serves to coordinate efforts of the nine Centers, to provide CBE leadership at the national level, and functions as a clearinghouse for providing developmental program assistance.

In order to attain an overview of the extensive and pervasive nature of the many other PBTE, CBTE, and CBE efforts, consider the following list of 44 activities prepared by Allen Schmieder and Margaret McNeely (1975).

State of the Art--Current Activities in Competency-Based Education

1. Seventeen states have mandated the approach as a full new or alternative system for teacher education and certification; 15 others are considering similar action. Several states plan full implementation within the next several years.

2. Approximately 500 institutions of higher education have pilot programs, about 120 have large operating programs, and 15 have institution-wide programs.

3. In 1972 a complete bibliography on the subject had 22 items; a "complete" bibliography finished in 1973 included over 800 items covering 57 different categories.

4. Pilot programs exist for almost every conceivable category of education: adult education, teacher education, education media, library personnel, nuclear radiology, dentistry, etc.

5. Thirty-seven out of 58 national professional associations surveyed in 1974 indicated involvement in competency-based education program development.

6. Six states have mandated both competency-based education and career education as major program priorities.

7. Competency-based examinations have become part of the licensing process for several occupations and professions.

8. A major national commission including 30 prominent educators and political leaders has been formed to spearhead a national research and development program in CBE--the commission is supported by private foundations and is affiliated with the Educational Testing Service of Princeton, New Jersey.

9. Thirty-one states have joined the Interstate Certification Project concerned with the mobility of educational personnel and interstate reciprocity of teaching certificates. A major focus of the 74-75 program is on transferability problems relating to competency-based education.

10. Fourteen states have formed a national consortium for the purpose of sharing information materials and personnel and for helping member states to develop management systems for the development and use of performance-based approaches to teacher education and certification.

11. Leadership representatives from a cross section of educational constituencies--higher education, teacher professional associations, school systems, students, the basic studies, state education agencies, the Federal Government--have formed a National Committee on Performance-Based Teacher Education (sponsored by the American Association of Colleges for Teacher Education) to determine the "state of the art" of the national competency-based education movement and to support a widespread national dialogue about the progress, prospects and problems of the CBE movement.

12. Ten predominantly black colleges have formed a consortium to spearhead the development of competency-based education in small colleges.

13. The Fund for the Improvement of Post Secondary Education supports projects which include a large number of professions and are generally directed at the identification and formulation of competency objectives, assessment for mastering of competencies, and the design and implementation of learning processes which facilitate the attainment of specified competencies.

14. 138 Teacher Corps projects involving as many institutions of higher education and local school systems give high priority to CBE programming.

15. A national occupational competency Testing Institute has been formed at the Educational Testing Service, Princeton, New Jersey.

16. HEW is supporting the development of alternative approaches to staff development for adult educators in all 10 HEW regions. Two regions (II, III) have concentrated on competency-based education, others have focused on related approaches.

17. Ohio State University's Career Education Personnel Development Project (USOE) is developing competencies for teacher education in career education.

18. There is a National Clearinghouse on PBTE at American Association of Colleges for Teacher Education, in Washington, D. C.

19. There is a National Clearinghouse on Individualized Instruction at Georgetown University, in Washington, D.C.

20. There is a National Clearinghouse for CBE in Community and Junior Colleges, University of Florida, Gainesville, Florida.

21. There is a National Clearinghouse for Action Research in CBE, at Bowling Green University, Bowling Green, Ohio.

22. There are nine Regional Competency-Based Education Centers supported by the Office of Education to develop experimental CBE models in teacher education and to provide developmental assistance and training services for those interested in installing CBE programs.

23. The American Bar Association is sponsoring a study of (Hastings Law School, San Francisco) the implications of CBE movement for training of lawyers and for education related court cases.

24. The School Library Manpower Project administers six experimental program models in competency-based library-media education.

25. Over two years the AACTE National Committee has sponsored 10 regional leadership training institutes for over 2,000 educational leaders.

26. A virtual "National Storehouse" of related materials have been developed at colleges, universities and Federally supported educational laboratory and research and development centers, e.g., 145 validated protocol packages, 650 (Gage Catalogue) validated training materials, mini courses, ITU Teachers College Units, Parson's Guided Self Analysis, Interaction Analysis Packages, IGE packages.

27. The Educational Testing Service is developing and testing taxonomy and assessment instruments for identifying and evaluating competencies acquired in domestic and volunteer activities.

28. The Council for the Advancement of Small Colleges is conducting case studies regarding cost effectiveness in a variety of CBE programs.

29. A number of skills and competency banks have been developed at several institutions of higher education and regional education laboratories.

30. Large module banks exist at approximately 10 institutions.

31. Four states have developed state-level generic competency catalogues.

32. The Antioch-administered University Without Walls Program provides external degree opportunities for thousands of students through a national network of colleges and universities.

33. The Open University of the United Kingdom enrolls nearly 50,000 students from all walks of life and is the largest educational publisher in the nation.

34. New York State has developed an external degree program in the fields of nursing (AA&BA), business administration (AA) and the liberal arts (AA&BA) (heavy emphasis on life experience and military experience).

35. The Learning Resource Center in Syracuse, New York has a goal of providing competency-based external degrees to 5,000 adults in the next several years.

36. Experience to date in implementing CBE programs for educational personnel development includes:
    --conceptualization and initial development of an array of CBE pilots
    --implementation, evaluation, and revision of many of these pilots
    --development of a wide array of instructional materials and resources
    --building of relevant data banks
    --development of new assessment procedures and instruments
    --development of competency lists

37. An Institute for Research and Development of Competency-Based Teacher Education Programs has been formed in the College of Education at Wayne State University.

38. The Department of Supervision and Curriculum Development at the University of Georgia is developing a competency-based center in Curriculum and Supervision. A number of other places now have CBE degree programs in supervision, including University of California at Santa Barbara, Florida International University, University of North Florida, Governous State University, Tri State College, Louisiana State University, Weber State College, and the University of Utah.

39. The American Association of School Librarian Division of the American Library Association has formed a committee to develop a competency-based certification model for school media personnel.

40. The Model Legislation Project, working in cooperation with the Lawyers Committee for Civil Rights Under the Law, made an analysis of all state regulations and laws relating to education (developed 3,000 pp. index) and as one consequence, is developing model legislation for competency-based education.

41. Six leading CBE states, working with the National Commission on PBE, are developing plans for coordinating research programs and sharing results.

42. Competency-Based Education is one of the major priority areas in a newly developing Federal Government interest in finding ways to diminish the isolation of formal education. Three Federal agencies (HEW, Commerce, Labor) have formed inter-agency task forces--including one on CBE--to work on the problem.

43. The National Institute of Education is supporting a number of significant CBE efforts--two of the most important being the California Project which is examining relationships between teaching and learning in key subject areas and the Oregon State Project which is developing CBE programs at the high school level. A large number of other NIE projects have important implications for CBE program developers.

44. Experience to date in implementing CBE programs for educational personnel development includes the:
--conceptualization and initial development of an array of CBE pilots
--implementation, evaluation, and revision of many of these pilots
--development of a wide array of instructional materials and resources
--building of relevant data banks
--development of new assessment procedures and instruments
--development of competency lists

Attachment B

Module Review Checklist

Module Title:_____ Reviewed by:_____

Language

1.	The terminology is defined in the introduction or information sheets.	Yes	No
2.	The terminology is consistent throughout.	Yes	No
3.	The directions are simply and clearly stated, and complete.	Yes	No
4.	The performance objectives are stated in measurable terms.	Yes	No
5.	The directions clarify the performance objective; they are not simply a restatement of the performance objective.	Yes	No
6.	The directions clarify what the performance is, how to do it, and why it is necessary.	Yes	No
7.	The language is lively and interesting; it is not merely mechanical.	Yes	No
8.	The language is geared to the level of an average reader.	Yes	No

Learning Experiences

1.	Learning experiences are sequenced logically.	Yes	No
2.	Learning experiences do not overlap.	Yes	No
3.	Learning experiences lead to competency in the performance objective.	Yes	No
4.	All required readings contribute directly to attaining the objective.	Yes	No
5.	All required activities contribute directly to attaining the objective.	Yes	No
6.	When an activity may be difficult to implement, alternate ways of completing the activity are provided.	Yes	No
7.	Optional learning activities are provided to give depth and flexibility to the learning experience.	Yes	No
8.	A range of activities is provided to accommodate students of different abilities, needs, and interests.	Yes	No
9.	A range of activities is provided to allow for both individual and group work.	Yes	No
10.	Role playing activities include role descriptions and situations to guide anyone playing a role outside his/her own frame of reference.	Yes	No
11.	The learning activities are varied and interesting, with a minimum of repetition from one learning experience to another.	Yes	No

Information Sheets (Criteria in the "Language" section apply here)

1.	The module is self-contained, if possible, and practical.	Yes	No
2.	Information sheets contain up-to-date information.	Yes	No
3.	Information sheets are concrete and tangible, not just vague generalities or lists of criteria; they tell "how to."	Yes	No

4. Information sheets are relevant to vocational education, with examples drawn from various service areas of vocational education. Yes No
5. Outside resources require less than 30 pages of reading per learning experience. Yes No
6. Outside resources are not more than 10 years old (unless they are of exceptional value). Yes No
7. There are three or fewer outside references per learning experience. Yes No
8. Outside references are standard enough that they should be readily available to any module user. Yes No

Self-Checks, Model Answers, Checklists

1. Self-checks are not simply rote activities and are not obvious without the information provided in the learning experience. Yes No
2. Self-checks comprehensively reflect the information provided in the learning experience. Yes No
3. Model answers (which do more than parrot the information in the readings) are provided to reinforce learning. Yes No
4. Checklists are stated in observable, performance terms. Yes No
5. Checklists include all criteria necessary for successful performance. Yes No
6. Checklists actually assess the learner's progress toward the objective. Yes No
7. Alternatives to peer evaluation are provided for those learners who cannot arrange to work with peers. Yes No
8. Each feedback device includes a stated level of performance. Yes No
9. Evaluations provide for recycling if the level of performance is not met. Yes No

Media

1. The mdeia are applicable to all vocational service areas. Yes No
2. The media illustrate, clarify, reinforce, or extend the concepts introduced in the module; they don't simply repeat them. Yes No
3. The media are realistic, i.e., the teacher, students and real school setting are believable. Yes No
4. The length of the media is reasonable (10 to 20 minutes). Yes No
5. The media are interesting visually/aurally. Yes No
6. The media are clear visually/aurally. Yes No
7. If the media include an exemplary instructor, the instructor:
   a. relates well with students. Yes No
   b. uses student feedback. Yes No
   c. uses media or teaching aids where appropriate. Yes No
   d. presents information geared to the needs of the students. Yes No
   e. teaches on the basis of up-to-date learning theory. Yes No
8. The media are free from racial and sex bias. Yes No
9. The media are lively and action-oriented. Yes No
10. The information is presented in a logical sequence. Yes No

Overall

1.	The module delivers on the objectives	Yes	No
2.	The module meets "new format" specifications.	Yes	No
3.	The module is internally consistent (objectives, directions, feedback devices, etc. do not contradict each other, directly or indirectly).	Yes	No
4.	No learning experience other than the final learning experience requires performance in a real school situation.	Yes	No
5.	Opportunity is provided for practicing any performance which must be executed in the real world.	Yes	No
6.	The final learning experience requires performance in an actual school situation.	Yes	No
7.	The learning experiences are realistic; i.e., they do not require an unreasonable amount of prior knowledge or of time on the part of the learner.	Yes	No
8.	The module is easy to implement; i.e., it does not require an unreasonable amount of the resource person's time.	Yes	No
9.	Learning activities, information sheets, case studies, resources, etc. provide across-the-board representation of the various service areas in vocational education.	Yes	No
10.	An introductory statement is provided which motivates the student by explaining why the competency is needed, not simply what the competency consists of.	Yes	No
11.	An introductory statement is provided which places the module in a frame of reference with other modules in the category, and with the broad theory of vocational education.	Yes	No
12.	All necessary prerequisite competencies are listed.	Yes	No

Attachment C

PROGRAM DESIGN PROCESS[1]

The section which follows describes ten stages in the teacher education program design process which have been suggested by W. Robert Houston in "Designing Instructional Systems for Performance-Based Education Programs." The experiences provided are intended to help participants: (1) better understand the program design process and its operational implications; and (2) better understand the roles they might play in facilitating that process.

The ten steps are listed below:

1. Specify Assumptions
2. Identify Competencies
3. Delineate Objectives
4. Indicate Criteria-levels and Assessment Modes for Objectives
5. Cluster and Order Objectives for Instruction
6. Design Instructional Strategies or Modules
7. Organize a Management System
8. Prototype Test Instructional System
9. Evaluate Instructional Program
10. Refine Program

The process is not linear, but systemic and regenerative in nature, contributing to a more and more refined and explicit model.

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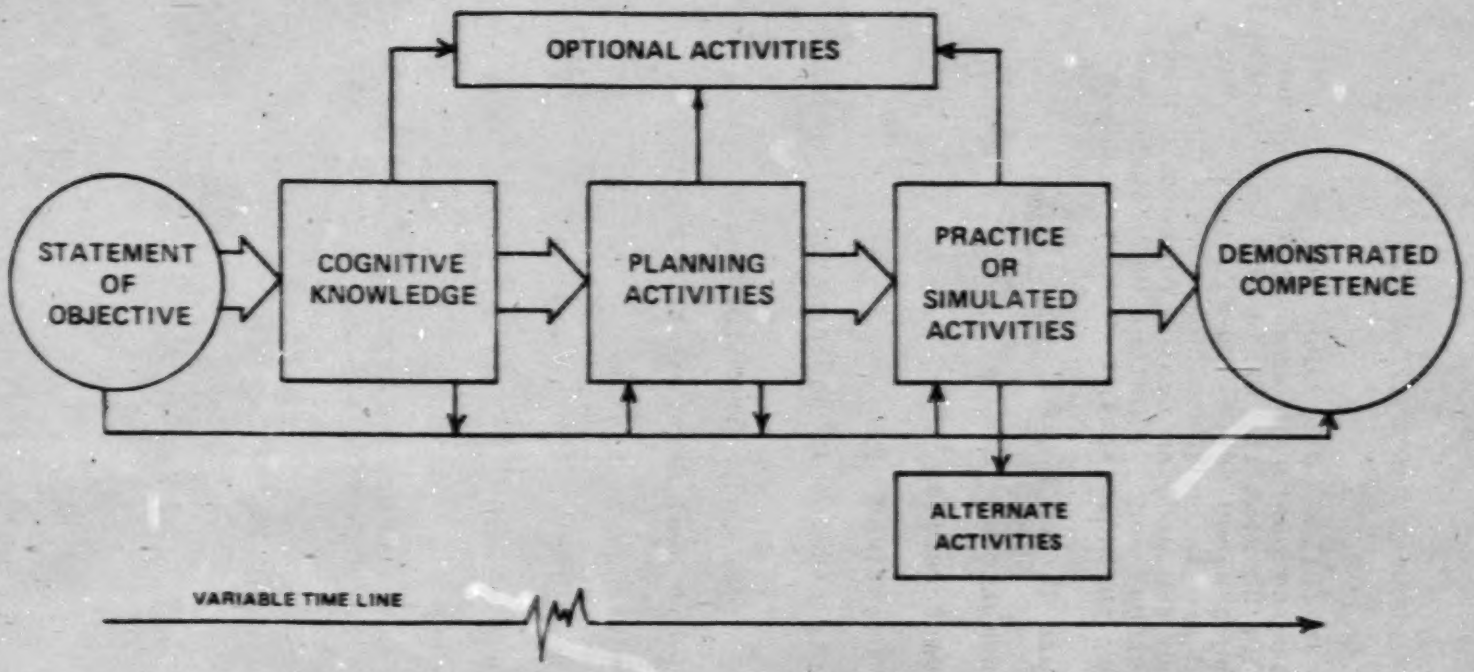
[1]Early version of Competency-Based Teacher Education Program Design: A Simulation, Houston, W. R., Dodl, N. R., and Weber, W. A. Competency-Based Instructional Systems, P. O. Box 90627, Westfield, Texas 77090.



TYPICAL INSTRUCTIONAL SEQUENCE
FOR CVE MODULES

MAJOR FEATURES OF THE CENTER'S PBTE CURRICULA

1. EACH MODULE FOCUSES UPON ONE OR MORE VERIFIED IMPORTANT VOCATIONAL TEACHER COMPETENCIES
2. MODULAR DESIGN PROVIDES MAXIMUM FLEXIBILITY FOR DESIGNING INDIVIDUALIZED PROGRAMS BASED ON NEEDS
3. DESIGN OF LEARNING EXPERIENCES ALLOWS FOR INDIVIDUAL, SMALL OR LARGE GROUP INSTRUCTION
4. ALL MODULES ARE SUITABLE FOR PRESERVICE AND/OR IN-SERVICE USE
5. MOST MODULES ARE SELF-CONTAINED
6. RECOMMENDED OPTIONAL OUTSIDE RESOURCES INCLUDE PRINTED AND MULTI-MEDIA MATERIALS
7. DESIGN PERMITS ADAPTATION THROUGH USE OF SITUATION SPECIFIC LOCAL MATERIALS
8. EACH MODULE CULMINATES WITH EVALUATION OF THE SPECIFIED COMPETENCY IN AN ACTUAL TEACHING SITUATION

Attachment D

Attachment E

Script for the Center PBTE Slide/Tape Presentation

1975

Teacher educators have always sought to provide teachers with the skills they need to perform effectively.

In spite of this aim, however, a recent National Education Association survey indicated that many teachers felt dissatisfied with their preparation in the basic teaching skills.

Why were they dissatisfied? One reason may be that a careful analysis of the specific teaching skills needed had never been done.

Another reason may be that most teacher education courses emphasize the theory of teaching in general rather than focusing on the specific skills needed.

Teacher education programs have also long been aimed at giving teachers the necessary number of courses, with the proper titles, to meet certification requirements.

As a result, these programs tend to focus on knowing about how to teach rather than on being able to perform specific teaching skills.

As everyone knows, there is a fundamental difference between knowing about the job and being able to do the job.

Another result has been the offering of similar methods courses in every discipline or service area, thus duplicating efforts.

Teacher education programs have also tended to use paper and pencil tests to determine a prospective teacher's ability to perform in the classroom.

Not have been required to demonstrate their competence, it is not surprising that many teachers find themselves unprepared to meet the challenge of the actual classroom.

These concerns prompted the development of an alternative approach to teacher education: Performance-Based Teacher Education, or PBTE.

PBTE stresses the identification of the specific knowledge, skills, and attitudes--called competencies--that are needed by all teachers.

These competencies are stated as performance objectives to be achieved.

PBTE programs are then designed to help students achieve these objectives.

A student's program can be individualized to meet his or her needs, interests, and abilities.

In PBTE programs, students are able to work toward the objectives at their own pace, instead of at the pace of the instructor or the group.

Evaluation of the teacher is based on his or her ability to perform sucessfully in actual teaching situations.

The performance-oriented nature of PBTE programs can make students more accountable for their performance and more confident in their basic teaching skills.

The Center for Vocational Education at The Ohio State University has developed a performance-based curriculum.

Curriculum materials have been developed in modular form for preparing teachers, preservice and inservice, in the seven vocational service areas: agricultural education, business and office education, distributive education, health occupations education, home economics education, technical education, and trade and industrial education.

Center work began with research efforts to determine the essential competencies or skills of effective vocational teachers.

Educators representing all of the vocational service areas identified a total of 384 competencies as critical to successful vocational teaching.

These competencies were clustered into 10 categories and then further grouped into module topics. For example, one category is Instructional Planning; within that category is the module "Write a Lesson Plan."

Other examples include modules in Instructional Execution, Instructional Evaluation, and Instructional Management.

A total of over 100 learning packages, or modules, covering the 384 competencies were developed.

The modules were developed in a cooperative effort by faculty at Oregon State University, the University of Missouri at Columbia, and the Center for Vocational Education, The Ohio State University at Columbus, Ohio.

Writing teams, representing the different service areas at each university, developed the initial set of modules.

Teacher educators at both universities and Center staff critically reviewed each module.

The Center staff then synthesized all reviews, and the modules were prepared for preliminary field-testing.

Preliminary testing of the modules was conducted at three sites: Oregon State University, the University of Missouri at Columbia, and Temple University.

Students and teacher educators involved in the testing provided feedback based on their use of the materials.

Suggestions for revision were also obtained from independent consultants and subject matter experts who reviewed the modules.

Using these inputs, the modules went through a rigorous revision process in preparation for advance testing.

Each module begins with an explanation of why the skill covered is important and how it relates to other modules.

Next, the way in which the module is organized and the various options for completing it are explained.

The performance objectives to be achieved and the required and supplemental resources needed are described.

The rest of the module consists of learning experiences designed to help students achieve the terminal objective: performance of the competency in an actual school situation.

Some learning experiences provide students with the information they need to perform the competency. Other learning experiences give students the opportunity to practice the competency in a simulated situation.

The final learning experience always requires the student to demonstrate in an actual school situation that he or she has achieved the competency described in the terminal objective.

Each learning experience includes devices which allow the student to get immediate feedback on his or her progress.

The learning experiences also provide optional activities that allow the student the choice of pursuing a topic further.

The modules are basically self-contained. The provide within a single booklet most of the materials the student will need.

Even though the modules are designed for individual use, group activities are encouraged, and the teacher educator is actively involved as a resource person, advisor, and evaluator.

A set of orientation materials has been developed to assist with the implementation of this curriculum. The materials are audio-visual and printed in nature and include booklets for both teacher educators and students.

A handbook on how to develop modules has also been prepared to assist educators who want to develop modules in specialized subject areas.

Both the modules and implementation materials have been advance tested at several sites in a wide variety of institutional settings.

The Center also conducted a user survey to determine the potential demand for PBTE modules in vocational teacher education programs.

The findings indicate great interest in the PBTE curriculum among universities and colleges, state departments of education, and other educational agencies at all levels.

The materials are wanted for both preservice and inservice education use.

With the flexibility inherent in PBTE curricula, it is easy to select modules so as to meet the needs and interests of both the institution and the individual.

PBTE curricula offer a promising alternative to current teacher preparation programs.

As the performance-based name implies, these curricula should result in teachers who are better able to perform effectively.

If you would like more information about this PBTE curriculum and the availability of materials, contact:

Performance-Based Curricula Program
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

A PARADIGM FOR STATE PERSONNEL DEVELOPMENT IN VOCATIONAL EDUCATION

Presented at the Fifth Annual National Leadership Conference on Personnel Development

Quality Inn-Cibola, Arlington, Texas

January 27, 1976

by

Darrell L. Parks
Assistant Director for Vocational Education
Ohio Department of Education

People are the single most important element that affect the degree of success of any program, movement or endeavor. Such a statement is as applicable to vocational education as it is to any other facet of our social and economic structure. Ultimately, we rise or fall in relation to the quality of the people who assume leadership and supporting roles regarding the development, operation and maintenance of vocational education at all program levels. "An effective comprehensive vocational education program can only be implemented and made operationally functional today with a qualified and competent staff of teachers, supervisors and administrators."[1]

In view of the significance of the professional personnel component, "...an adequate supply of competent personnel is too important to vocational education's success to leave to chance."[2] A comprehensive

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[1] Policy-Making for Vocational Education. Division of Vocational Education, University of California, November, 1975. p. 10.

[2] Darrell L. Parks, "Standard Characteristics of Vocational Education", Unpublished Paper, Ohio Department of Education, 1975, p. 4.

personnel development program must be developed and maintained on a systematic basis, "...providing some structure or framework which helps provide outcomes, many of which are predictable."[3] Such a system must address itself to the following points:

A. A personnel development program that is based upon a commonly accepted and supported philosophy of vocational education with reference to its purpose and its place in the total education schema.

B. A program that provides for the preparation of all professional vocational education personnel including teachers, supervisors, and administrators.

C. An in-service program that provides the latest and up-to-date information regarding accepted current teaching methodologies and technical advancements as they apply to vocational education.

D. A program that establishes and maintains an effective and positive relationship with business and industry, local education agencies, teacher education institutions, and the appropriate state education agency responsible for the administering of program standards.

E. A program that provides for advanced study and coordinated research efforts that address local, state, and national vocational education needs, problems and issues; and

F. A program that arises directly from the social, economic and cultural needs of people in a demanding, rapidly changing, technological society to which it is ultimately accountable.

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[3] James D. McComas, "What Is The Personnel Development System For Vocational and Technical Education?", Comprehensive Vocational Education Personnel Development and Utilization. U. S. Government Printing Office, DHEW Publication No. (OE) 72-141, p. 95.

Goals of a Professional Personnel Development System[4]

If a state system for professional personnel development in vocational education is to be truly comprehensive in nature, it seems only logical that the design and implementation of such a system be guided by a set of carefully formulated and clearly stated goals. An illustration of some suggested goals for a professional personnel development system for vocational education are:

A. To identify short-range and intermediate-range professional personnel needs.

B. To develop and administer a plan for recruiting and training professional personnel in accordance with identified needs and commensurate with current and projected business and industrial practices.

C. To identify and coordinate in-service activities aimed at upgrading and/or retraining existing professional personnel.

D. To provide leadership and coordination to the development and administration of professional personnel certification policies and standards.

E. To assure optimal effeciency and effectiveness in the utilization of available resources in the preparation of professional personnel.

F. To provide for both formative and summative evaluation processes to determine the relevancy and adequacy of the personnel development system.

Assuming that the aforementioned goals are appropriate to a professional personnel development system for vocational education, attention can then be directed to designing such a system aimed at realizing those goals.

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[4]Adapted from; "A State Model for Professional Personnel Development In Vocational Education," by Darrell L. Parks. Comprehensive Vocational Education Personnel Development and Utilization. U. S. Government Printing Office, DHEW Publication No. (OE) 72-141, pp. 45 - 39.

A Professional Personnel Development System

The professional personnel development system proposed within the context of this paper is based upon the following principles.[5]

1. Planning for vocational personnel development should begin at the locus of educational responsibility, namely at the State level.
2. Planning should not fail to occur at every point of decision making.
3. Opportunity should always be given for public and professional inputs which are external to the establishment.
4. A comprehensive vocational education personnel development system should always include a research component.
5. A comprehensive vocational education personnel development system should always include provisions for review and evaluation.

Also, the point needs to be emphasized that a system design, although somewhat structurally rigid in concept, must possess a degree of elasticity or flexibility in order to be functional. Such elasticity is necessary in order to adjust to the process variables that play upon it. In a professional personnel development system for vocational education these process variables include; unique program characteristics that cannot be addressed through standardized procedures, different target populations in terms of level of preparation and nature of responsibilities, fluctuating needs regarding the number of personnel required from year to year, the nature of the training activity as to whether it is pre-service or in-service, the availability of resources to support such

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[5]Gordon I. Swanson, "Summary and Highlights of the First National Workshop On Comprehensive Vocational Education Personnel Development and Utilization," Comprehensive Vocational Education Personnel Development and Utilization. U. S. Government Printing Office, DHEW Publication No. (OE) 72-141, p. 287.

a system, and agency/institutional differences.

The remainder of this paper will address itself to an elaboration of the professional personnel development system depicted on the following page.

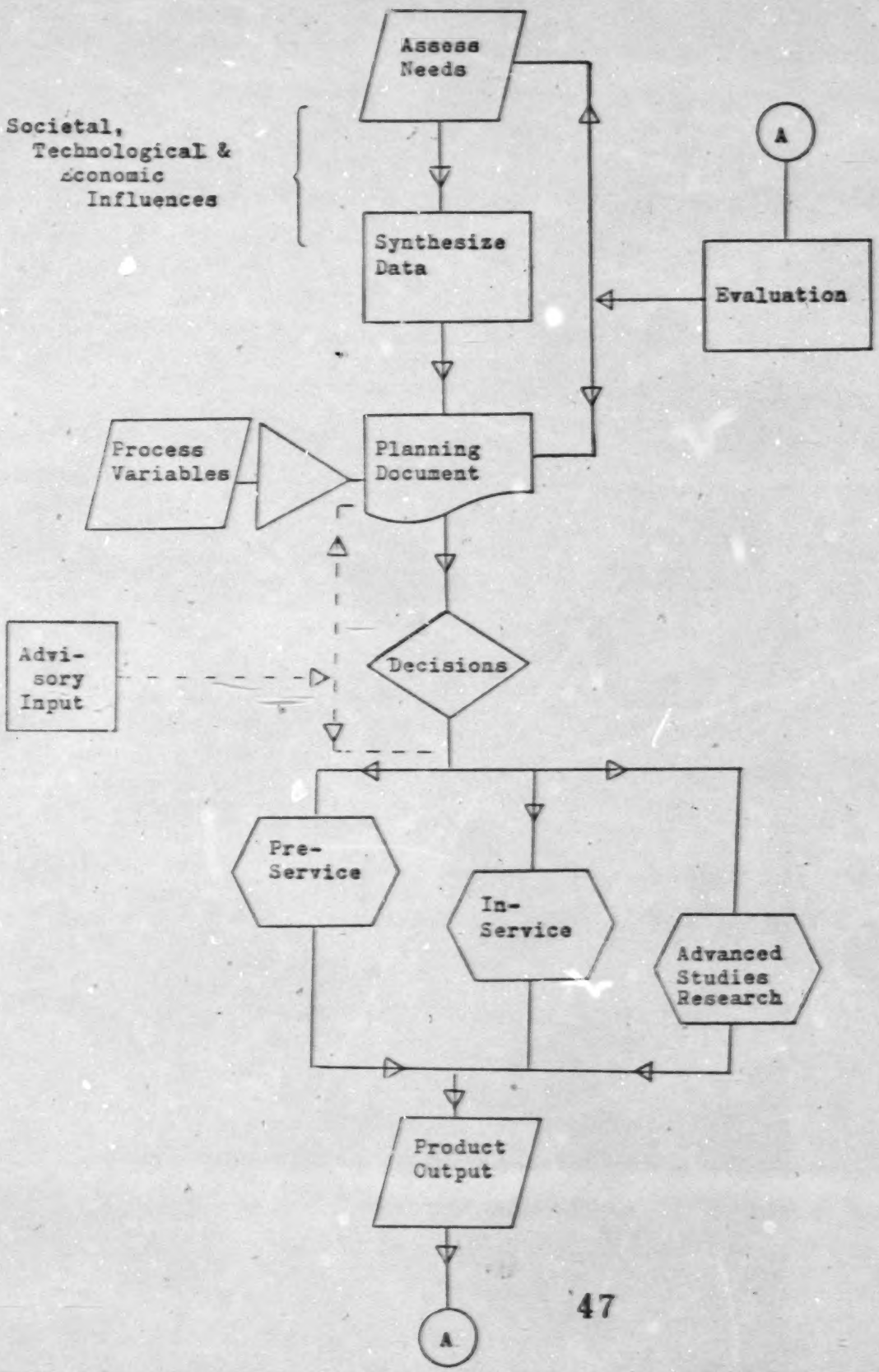
Determining the needs - Once the goals of the personnel development system have been defined and the common program philosophy has been established, the intial point of departure in implementing the system is to determine a base against which ensuing planning and programming efforts can be directed. Such a needs assessment effort must be comprehensive in terms of covering the entire spectrum of occupational fields throughout the state which are vocational education's responsibility. This data must generate from an economic and projected employment base as well as from the program development, expansion, maintenance and/or phase-out perspective. The needs assessment component of the system, as is the case with all the other system components, is on-going in nature and the process employed in making such an assessment should be constantly refined as expertise is enhanced.

In too many instances, past needs assessment activities have been limited to cursory surveys, internal in design, with little, if any input from the business-industry complex. More and more the involvement of business and industry is essential if the system is to be responsive to the existing and projected needs and expectations of the job market. Business and industry will respond. "They will serve in advisory roles, join in planning processes, and assist with instruction at every level of the professional personnel development system."[6]

In recent years, the determination of personnel needs in vocational education on a statewide basis has been the responsibility of

[6] Ibid., p. 289.

A PROFESSIONAL PERSONNEL DEVELOPMENT SYSTEM FOR VOCATIONAL EDUCATION



the State Educational Agency responsible for the administration of vocational education. In fact, personnel needs data have been a corporate part of the State Plan for the Administration of Vocational Education required by the Federal government in order to participate in Federal funding. The SEA should continue to perform the role of gathering data regarding professional personnel needs. However, such an assessment process should utilize every available data source in arriving at professional personnel need projections.

Developing the plan - After the data has been gathered and synthesized regarding professional personnel needs, the development of a comprehensive program plan designed to meet identified needs becomes the next order of business. The personnel development program plan should set forth, in a relatively concise manner, the mechanisms or vehicles that will be responsible for addressing identified needs.

This plan must be cooperatively developed, involving the State Educational Agency, personnel training institutions, and an advisory body comprised of representatives from business, industry, the local educational agency level, past products and perhaps the lay public.

The plan should clearly state the needs, broken into their various categories, the available resources for meeting such needs, the procedures relative to programming that will best utilize available resources in meeting the needs, and, if necessary, alternative strategies to address needs that cannot be met for one reason or another through the regular process.

Furthermore, the plan should spell out the cooperative arrangements to be followed with personnel development institutions regarding preservice, in-service, advanced study and research activities.

Administering the program - Generally, it has been common practice that teacher education institutions play a major role in the preparation of vocational education professional personnel. Historically, it can be pointed out that they have performed their role rather successfully as indicated by the number of capable and competent personnel who are currently enjoying leadership and instructional positions in vocational education across the nation.

However, with the rapidly changing times, and the additional play upon available resources, it is apparent that teacher education programs must become more sensitive to both the internal and external pressures and adjust accordingly if they are to continue to serve the needs in professional personnel development in vocational education.

Although not explicitly shown on the personnel development model on the preceding page, it is becoming exceedingly more important for teacher education institutions to develop their own comprehensive program plans that indicate their strategies for fulfilling their roles in the personnel development process. These plans must also be cooperatively developed, utilizing the input and counsel from an external advisory committee, and setting forth a resource utilization plan that optimizes efficiency and effectiveness in reference to dollars, time and personnel.

Another dimension that personnel development institutions must address involves the process that is to be used in staying abreast with the rapidly changing technological and social movements. Efforts to keep up-to-date have implications not only for planning and conducting relevant in-service programs, but also carry implications for the in-servicing of professional personnel training staff. "We have many problems in education. One of which is seldom ever talked about is our lack of a realistic plan

for self-renewal and staff development through inservice education of some kind."[7] Lest it be overlooked, the inservice element just referred to in the name of teacher education is just as important for vocational education state leadership personnel.

Cooperative arrangements between the State Educational Agency and professional personnel development institutions relative to the development of vocational education professional personnel can and do take on varying patterns. Some arrangements may provide for support of designated positions at the university level, some may call for partial support of such positions, some may provide little or no support from a financial point of view, and some may provide support in direct proportion to services rendered in accordance with expressed needs stated in the comprehensive plan for professional personnel development. It is not the purpose of this paper to propose which arrangement is more desirable. However, it is important to realize the importance of and necessity for open and continuous dialogue between the SEA and training institutions. A state professional personnel development system for vocational education must provide the vehicle or the means for such communications to take place if a truly comprehensive plan is to be implemented.

Evaluating the results - The appraisal or evaluation process employed to determine the effectiveness of the professional personnel development program must be both process and product oriented. That is to say it must not only reflect upon the extent to which needs have been met quantitatively or qualitatively, but it must also look at the process to determine its efficiency in proportion to the investment of fiscal, time and facility resources. In essence, the evaluation component should provide

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[7]Jack R. Frymier, "Developing Human Potential," Comprehensive Vocational Education Personnel Development and Utilization. U. S. Government Printing Office, DHEW Publication No. (OE) 72-141, p. 35.

for both external and internal appraisals.

External appraisal should deal with the extent to which the product is performing in the field. Such an appraisal should be based upon a comprehensive set of criteria that relate to the degree to which the need was met, the timeliness in meeting the need, the performance of the product in the field, the expressed satisfaction of the employing agency that utilizes the product, and the degree to which the product considers himself adequately prepared. This external appraisal will most likely be spearheaded by the State Educational Agency responsible for monitoring and maintaining vocational education program standards, however, provisions could and should be made to closely involve teacher training institution personnel in the appraisal process. Such involvement will provide for immediate feedback that will reflect upon preparatory and inservice program strengths and shortcomings, and hopefully reduce the amount of turn-around time to make any necessary adjustments in the training program.

An additional external appraisal process will also be available in terms of the quality of the vocational student turned out by the program that was a recipient of the professional development process. Such evaluative information will have a built-in time delay factor, however, it still must be taken into account in the final analysis of program and product effectiveness.

Internal appraisal will most likely deal more with a process review, looking critically at the procedures that are employed in all phases of the personnel development system. Such a formative evaluation procedure should be continuous and the system must be extremely sensitive to the findings in order that immediate adjustments and/or modifications

can be made for the betterment of the system and to the benefit of the ultimate products of the system.

Although a process review almost always implies a self-review approach, it may be worthy of consideration to include an external review component; that is, a review of the process activities and procedures by a review element outside the system itself. Often, such an evaluation approach is more objective and can more readily see needed changes as compared to internally oriented evaluative efforts.

Managing the system - Nothing has been said up to this point regarding the management of the professional personnel development system with the exception that the responsibility for such a system rests at the State level. However, it is obvious that such a system as the one just discussed does not self-generate and is not maintenance free. Therefore, some mechanism must be designed to assume the responsibility for planning, implementing, operating and maintaining the professional personnel development system.

As is currently the case in most states, a position has been designated within the State Educational Agency structure that carries a major responsibility for the development of professional personnel. In a majority of the instances, such a position was precipitated with the passage of the Education Professions Development legislation. Such legislation at the Federal level has stimulated states to direct attention to the professional personnel development issue in vocational education.

State Educational Agency structures should provide for the continuance of a professional personnel development position in the event that Federal legislation should expire. The willingness of states to make such a move is indicative of their commitment to the importance of providing

a comprehensive and systematic means for the preparation of quality professional personnel in vocational education.

The individual filling the personnel development position would have the responsibility for managing the various components of the personnel development system and would serve as the liason between the state, the training institutions, and the local educational agencies.

Consideration may be given to the establishment of a coordinating council for professional personnel development. This council would be comprised of representatives from training institutions, business, industry, LEA's and the general public and its major responsibility would be to serve an ex-officio, advisory role to the State Educational Agency on matters regarding the preparation of professional personnel for vocational education.

Summary

These are fascinating but frustrating times. Problems are evident on every front; limited resources, criticism against education in general, high unemployment, increasing Federal intervention, and the public's hue and cry for ever-increasing accountability. But these times will pass. The challenge lay in designing techniques and procedures to deal with these contemporary issues; to rethink our concepts and processes for helping people to develop into quality professional personnel in vocational education. In doing this we must think differently; we must comprehend the difference between 'doing' and 'being done to', and we must systematize our procedures and programs in such a way as to provide us a greater degree of control and a better assurance of the outcomes. The task is unbelievably large. We need to think bigger, harder, and better than we have ever thought before.

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ARIZONA STATE PERSONNEL DEVELOPMENT SYSTEM

Outline of Presentation

Robert V. Kerwood
Arizona Personnel Development Coordinator

Major problems in small states

1. Lack of full-time staff
2. Lack of "critical mass" to get professional development moving
3. Same amount of paperwork as a large state with a large staff
4. Regional competition with subprojects
5. Maintaining continuity with short-term projects
6. Extension policies on EPDA grants

Highlights of Arizona Professional Development

1. Fully integrated into State Plan and other Division of Career and Vocational Education publications
2. Regular evaluations of the university programs
3. All activities on a project basis
4. Increased emphasis on interdisciplinary projects such as Women in the Work Force
5. Professional development has become an integral part of long-range goals and the planning process.

Future Needs

1. Block grant to states for professional development
2. Statewide coordination
3. Minimum of regulations
4. Less dependence on discretionary money
5. Larger subprojects
6. Longevity on coordinator positions
7. Long range goals on the national level

THE ILLINOIS STATE PROFESSIONAL DEVELOPMENT SYSTEM

Richard Hofstrand

I would like to talk just a little bit about our organizational system in Illinois. We are a little bit unique in that Illinois is such a populous state. We have about 672 districts, plus about 41 community colleges and 33 area vocational centers. At last count we had about 13,500 vocational educators--teachers, administrators, and counselors. We train about 662,000 persons a year in the elementary, secondary, postsecondary, and adult education programs. It is also unique in that Illinois is a center for private vocational education. Another 600,000 are trained through private schools. Many of these proprietary schools are in Chicago, and they have tuition coming in from many states. The State Advisory Council made a study[1] that found that private vocational schools in Illinois take in about $1,000,000 a day in fees. In 1972, about $350,000,000 came to Illinois for fees in private vocational education. That complicates the entire situation.

I'd like to talk about our contracting process, our liaison structure, and some concerns we have in trying to do more with less. We're trying to use the monies that we have more efficiently, more effectively, and with greater impact. But let me start with our organizational chart.

We have just joined forces with the Illinois Office of Education. We were separate until last July. Under IOE is Adult, Vocational and Technical Education. Under that is a series of units, and I am in the Professional and Curriculum Development Unit. My main job is inservice education. With EPDA,

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[1]Katz, H. H. A State of the Art Study on the Independent Private School Industry in the State of Illinois. Springfield, Illinois: Advisory Council on Vocational Education, 1973.

Part B, Part F, and Part G, we also do things in preservice education and curriculum development. The priorities that we determine in Illinois are decided annually through a priority input process. We just received the input data forms which were due January 1. The priorities that we cannot address in preservice, inservice and curriculum development with Part B, F, or G monies are shifted into EPDA. We define a priority as the magnitude of a need, together with the plausibility of fulfilling that need. I'm sure you realize that with 13,500 professional teachers out in the field, trying to reach just 20 percent of them in a year is a gigantic task in itself.

Everything we do is on a contracting basis. Almost all of our contracts are put out on Requests for Proposals. The RFP's will be prepared in conjunction with the State Advisory Council and with a liaison structure which I'll describe later. Those RFP's will be coming out about the first week in April. People were asked to write to the RFP's in competitive proposals. The proposals are reviewed, negotiated and contracted by the first of July for a one-year contract period. About 80 percent of our work is in competitive proposals. There are no grants made directly to any institution.

I'd like to spend a little time on the University Occupational Education Coordinators Council. We have eight public universities in Illinois that are training vocational education personnel. We write a contract with each of these universities for a person who is known as a Coordinator on that campus. The person named is appointed by the president of the university. We pay up to one-half of the salary of the Coordinator, plus some secretarial services, travel, and materials. These Coordinators meet with one person from our office once every six weeks to talk about needs, problems, and commonalities. It is more an effort to get the universities together than it is to get the

state office and the universities together. We talk at these meetings about the priorities and the contracted activities.

We're trying to do more things with the money we have. One of the things that really helped us was going through Management by Objectives. Some of you have gone through that also, I'm sure. It was a difficult process, but it helped us get to a higher level of management. Instead of being intimately involved in all of the activities, we came to a "process" orientation rather than an "activity" orientation. With MBO, everything is scheduled.

We have started a thing called the SCILL System (Staff Competence in Illinois) in which we write contracts with local superintendents of education service regions to conduct "skillshops" at local educational agencies, on their topics, with their time, and with their resource person. This is our attempt to satisfy some of the needs that come in on the priority input data process. We get lots of requests from school districts to send somebody out to talk on a specific subject or conduct a workshop on a particular need. This is our way of meeting those local kinds of needs.

The money from the superintendents of education service regions is for all of education, but we are trying to break some of that loose for use in vocational education. Our funding is for vocational education, but we're not opposed to having the skillshops for all of education. For example, metrics is the same in physics as it is in industry. We are inviting all the people that are involved in metrics. The State Board of Education instructed that every school, by the fall of 1976, will have implemented metric education. The boom fell on us in inservice education to try to get all of that accomplished.

We're also trying to work out some alternative vehicles for delivering inservice education. The typical workshop has its effect, but it's limited. Once the contract is over and the final gavel falls, that's it for the season. We have moved into some other strategies. One thing we have been developing is self-instruction for teachers. We have four packages available right now on a free loan basis from our materials center. We have self-instructional packages on metrics, measurable objectives, and the Occupational Safety and Health Act. We even put out a self-instructional package on self-instruction.

We are involving the professional education association as much as possible. We run contracts with the Illinois Vocational Association. We'll be running 17 mini-workshops on 16 topics in vocational education at their convention. We have a contract right now using EPDA money with the Illinois Association of School Administrators for workshops on career education. We consider that a very vital link in the total system of staff development. We haven't done anything with the unions yet, though.

We're also trying to do some things in developing internal consultants to the school districts. If there are ten fourth-grade teachers in the school district, one of those teachers may be identified as a consultant in metrics, occupational safety and health, or whatever. This would provide a continuous role of inservice staff development.

We're also asking local districts to do planning for professional development within the district. To date there is no real lever on getting districts to do that. There is some thinking in the state office of tying continuing certification with local plans of staff development. Right now, if you get a teaching certificate in Illinois, you're good for life.

I was talking this morning with one group about the action research that we are trying to do--trying to instruct teachers on how to do some action research. The objective is not research; the objective is to change teacher behavior in the classroom. If you are a teacher and you are asked to evaluate three varying curricula, you'll undoubtedly look into all three of them quite extensively. Your instruction will change as a result.

We're always looking for alternative vehicles and for ways of getting more "bang" for our "buck"--more impact from the monies we have. With expanding enrollments and more teachers, we are faced with having less and less impact on each teacher. The systems approach seems to be the only way to do that which works for us.

TEXAS EXEMPLARY REGIONAL PROJECT

Billy Pope
Region X, Texas, Education Service Center

There are several people in the audience who could do a much better job than I of describing our regional project for you--Roger Labodda of New Mexico, Zed DeVaughan from Oklahoma, Jack Nichols from Arkansas, Leo Schreiner of Texas, and Marie Louise Hebert from Louisiana. Those five people have had more to do with shaping this project than I have ever had. I just manage it and make sure things happen somewhere along the line, that people and media get together, and that the coffee is in time for the breaks.

This past year we held our fourth regional conference. Each year the 553 coordinators in the states help plan a conference based entirely on what's needed for the region--what we have going on in the different states that we can share, what we can "steal" (like Oklahoma "stole" Arkansas' extern program)--so it is a sharing process as well as a learning process. This year our emphasis was on special populations--the needs of special populations, what is taking place in different states to meet their needs as far as vocational education is concerned, and how we identify shortcomings within each state so that we can compose state plans to meet the needs of special populations. Each state made a concentrated effort to make sure that the person who had the major responsibility for developing the state plan was present. We had a show-and-tell period for each state to demonstrate those kinds of policies and practices that they are doing in terms of special populations. Then the planning group tried to identify those kinds of people who are action-oriented, who are doing things that make an impact with the different special areas.

Each year we try to build a four-day program that will meet the needs of state staff members, teacher educators, and others in terms of inservice training for personnel development. Last year I think we had our best conference because of the input of the different people who planned it, and because of their willingness to help secure the necessary personnel to have a successful conference. We planned for 100 and we ended up with 136 in attendance--our largest group ever. The amazing things about these conferences are the joint effort, the sharing among the five states, and the willingness to cross state lines with concepts, ideas, and resources. I think these are among the greatest outcomes that we have had of the four conferences. This is the conference report in which we have recorded what took place, the presentations, the action items that grew out of the program area meetings that concerned the program people, the concerns of the states, and ways that we can meet the different issues as far as special populations are concerned. We think it is a beautiful way to have an interchange among the five states in terms of the professional development of vocational-technical personnel.

We are meeting this afternoon to talk about what direction we want to take next year in terms of our inservice workshop for state staff and teacher educators. I would like to call your attention to the dates--October 7-10. There is a reason for those dates. Arch Alexander, who always has some very direct input into the program, insists that that week in October is the best week of the year to have a conference. It ends at noon Friday, but several of the participants from Oklahoma never make it home until Saturday night because the conference always precedes the annual confrontation in the Cotton Bowl between the University of Texas and the University of Oklahoma. We tried switching dates, but had no success at all.

At this time I would welcome any input from those of you who have planned this project for the past several years.

Roger Labodda: Regarding last year's conference, the information that was taken back to the states for including special populations in the state plan has initiated teacher educators' input into the state plans, and we are rewriting a section focused especially on their needs. The remarks I have received in the last three years I have been attending these conferences are that teacher educators are looking forward to it and are already asking, "When is the next meeting?" So, if you haven't tried it in your regions, it would be a good thing to look into. The internal exchange among people is tremendous. There is no way that you can evaluate in dollars that kind of exchange by itself.

Jack Nichols: I would like to add one thing. Billy is very modest here. He and Leo have ramrodded this thing and have done an excellent job. In Arkansas, rather than having to twist arms to get people to attend this conference, it is competitive among them to see who is going to get to go. It is one of the few conferences our people have ever attended that everyone said, "I'll go if I have the chance."

I have been asked how other regions can use what we have done. I think the conference proceedings would be of some help, but I think more than that would be the interaction among people and the activities that are taking place that began here as a nucleus for change back in the states. I know Leo will admit that we have had some impact in the state plans as far as teacher education is concerned in Texas as a direct benefit of these conferences. There is no way of really being able to measure that for outsiders.

Question: How did you determine this to be a priority for the utilization of your regional project funds?

The state coordinators did some checking with their people about directions, concerns, and needs that we might meet in this way.

Question: How much did each conference cost?

About $31,000 including travel, consultants, and all the things that are associated with it.

Question: Whom did you include in "special populations"?

We talk about a great number of groups, and you may not agree with all

of them. For instance, we included women, the disadvantaged, all kinds of minorities, the handicapped, adults, and bilingual groups. It was a kind of "catch-all" type of thing.

REGION VIII STAFF DEVELOPMENT WORKSHOP TO IMPROVE THE ADMINISTRATION OF VOCATIONAL EDUCATION

Vern Bak
Region VIII Office

Richard Edsall
Colorado

In Region VIII the state directors felt that it was probably time to stop and look at what we are really doing--what our philosophy is and what our concepts are in relation to vocational education. We were seeing such things happen as the watering down of funding and new demands on funding such as in industrial arts and the volunteer fireman areas. We have received reimbursement requests for such things as single courses in typewriting and industrial arts or exploratory-type programs. As a result, it was felt by a planning committee that we should re-assess our concepts and principles in vocational education and determine what our philosophy is. Are we changing? Are we flexible with the times?

A workshop was conducted in Region VIII on staff development to improve the administration of vocational education, aimed at local education agencies, state education agencies, and advisory council representatives in selected groups throughout the region. Simultaneously, on the west coast at the University of California, a similar project was being planned with representation from throughout the entire United States. Recognized educators in vocational education, teacher education, and labor and industry developed a booklet, "Policy Making for Vocational Education." I would encourage you to write to the University of California and obtain a copy of the booklet. There are some very good principles and concepts directed at policy-making contained therein.

On Friday of this week, the first of 11 briefings on that project will be held in Washington for the Bureau of Occupational and Adult Education staff. Following that, during the next two months, there will be a briefing in each of the ten regional offices. Contact your regional office and they can tell you where and when it will be held.

The University of California will conduct a workshop in each region, and we are scheduling this prior to our next regional conference which will be conducted by the University of Wyoming under the direction of Dr. Jim Durkee through the State Department of Education in Wyoming. They will be conducting our second-year conference of a three-year project. The first year, we were attempting to focus our attention on philosophical concepts and standards of quality; what really is quality and how you can define it. What's the purpose of vocational education? I think we need to identify the group that we are going to serve, and I think we need to re-assess constantly whom we are to serve in vocational education. Why is that necessary? There are those who say it probably isn't and that it should all be called general education or career education or community school concepts. How does it really differ from general education? I shared with the group this morning an experience I had last week. I was invited to attend a two-day inservice workshop for teachers of career education. We spent approximately two hours trying to come up with a definition of career education. We had position papers or definitions of career education from eight states to read, and then we had Ken Hoyt's definition. Our task was, as individuals (and there were approximately 50 of us), to develop our own definition of career education. Well, needless to say, we had 50 different definitions. Try it with vocational education sometime.

It was called to our attention a number of years ago that when we talked about vocational education, we found out we all were not talking about the same thing. So, to begin to focus the effort, we asked Colorado to bring together the six states in Region VIII and to develop or to begin to develop a common basis (a common set of components that you're asking for), and we did come up with a report on the conference. Subsequently, we have developed a draft of a booklet that is going to be an outline of vocational education philosophical concepts as we know them in Region VIII. As you would expect, any time you bring 150 vocational educators together, you get every extreme you can imagine, from vocational education's being nothing more than an arm of general education to the opinion that it is to prepare people for either initial employment or upgrading. We asked Dr. John Walsh of the Dunwoodie Institute to come in and speak to us during this conference. We also brought Gene Lehrman in from Wisconsin as a consultant. We felt here were two people who had over the years developed a philosophy which was similar to what we hoped would be the outcome of the workshop. Dr. Walsh startled the group because the first thing he laid on the podium was Prosser's 16 theorems. There were a lot of snickers that went through the crowd when he started, and some said, "Oh, no, not that again." But when Dr. Walsh finished, he had communicated what vocational education is all about. I would encourage all of you to go home and review those theorems. Now you can update them, modify them, change them, but when it gets right down to it, you're going to be right back to them in some basic form. This was the point of our whole conference. Dr. Walsh did point out and come up with what he called a star, and I think it gets the point across. That is, you can't talk in vocational education about any one entity in and of itself; each part depends on the other, and in the center of the

whole program is the student. You can't talk about anything else. We went back even further and explored in the next part of the workshop the purpose of each program service area. We came up with a statement from one particular work group session that the vocational agriculture program exists to prepare people to enter the next level of education focusing on the baccalaureate degree. Needless to say, we've had some rather frank discussion about that one.

We then turned it over to Jim Durkee from Wyoming. The second conference is going to focus on the problems, issues, and standards of vocational education. That conference will focus on the recognized vocational service areas and the purpose of those areas. They will develop concepts and standards for the seven basic vocational service areas. Hopefully, next year we can talk more about that and the outcomes of that conference.

DISCUSSION GROUP I REPORT

Dr. Zed F. DeVaughan, Jr.
Oklahoma

The meeting of Group #1 was held in the Mendoza Room of the Cibola Inn from 9:30 a.m. to 12:00 noon, on Wednesday, January 28, 1976, with the following persons present: Dr. Zed DeVaughan, group leader; Mr. Sid Cohen; Mr. Roland Krogstad; Dr. Richard Edsall; Dr. Joe Kinzer; Dr. Arnold Wilson; Dr. Bob Kerwood; Dr. Charlie Jones; Mr. Don Brannon; and Dr. Vern Bak. Dr. Darrell Parks and Dr. Dewey Adams were also present, and served as consultants.

The purpose of the group meeting was to establish the basis for and characteristics of a Professional Personnel Development System. There was not enough time to fully address the assigned task. However, the following belief statements, recommendations, and comments resulted from the meeting.

Belief Statements

- Since the quality of workers entering the labor force is directly related to the quality of vocational instruction received by the trainee and since the vocational instructor in the classroom and laboratory is a key individual in the preparation of the worker, therefore professional development of those responsible for administration, teacher training, and instruction in vocational education is critical and must be supported by adequate resources.

- That the major purpose of professional vocational development is to enable vocational educational personnel and others who serve in increasingly important roles in vocational education to be more effective and efficient in understanding and fulfilling responsibilities in the performance and continuing education for individual careers in a contemporary society.

- That individuals of State Education Agencies, Local Education Agencies, and Teacher Education Institutions should have major responsibility for professional improvement of vocational personnel with input from other entities, such as State Advisory Councils, business and industry, and others.

- That, as stated by Dr. Darrell Parks in his presentation, a state professional personnel development system for vocational education should include:

  .. Identification of qualitative and quantitative short-range and intermediate-range professional personnel needs.

  .. In-service activities that identify and coordinate training aimed at upgrading and/or retraining existing professional personnel.

  .. Provisions for leadership and coordination for the development and administration of professional personnel certification policies and standards.

  .. The assurance of optimal effeciency and effectiveness in utilization of available resources in the preparation of professional personnel.

  .. Provision for both formative and summative evaluation processes to determine the relevancy and adequacy of the personnel development system.

- That sections 552 and 553, Part F, of EPDA are vital components of a comprehensive vocational education program, and that all future meetings and activities of EPDA include both components.

Recommendations made by the total group of personnel development coordinators:

- That linkage of 552 and 553 programs of professional development be improved in order to more heavily impact on vocational education at the state and national levels.

- That a task force of Teacher Educators, EPDA Directors, and EPDA 553 Coordinators, be brought together to clearly define a philosophy of professional personnel development that will be a strong force on legislation.

. That this group become a unified, moving force to further professional personnel development.

Comments

I think it is appropriate to include some remarks made by Arch Alexander, Deputy State Director of Vocational and Technical Education in Oklahoma, in his presentation at the Fourth Annual Meeting of Personnel Development Coordinators in Washington, D.C., on January 22, 1975. He discussed the basis or rationale for a state personnel development system. He pointed out that in our vocational and technical education programs, we have to prepare personnel who possess special kinds of skills so each individual can make his contribution to our way of life. Because the many skills vocational education is attempting to impart to its constituents are different, it requires different preparation for the personnel who are going to be involved in the delivery system for these skills. We must have input from the teachers in the field, the students who are undergoing the training, the administrators who are supervising the instruction, the members of the advisory council who have a feel as to what the general public wants and expects from vocational and technical teachers and administrators, the supervisory and consultative staff of the state agency, and the staff of teacher training institutions.

He also said that successful coordinated effort for personnel development means opening lines of communication between the businesses and industries that employ the products of the vocational programs, the students who undergo the training, the teachers who provide the training,

the administration at the state and local level who supervise the training, the State Board, the Advisory Council, and the institutions that prepare the teachers. Preparation of teachers and administrators to staff vocational programs is too important to be left uncoordinated. The risk is too high when coordination is left to chance.

In addition, he stated that at the state level, we must coordinate the total effort in planning both preservice and in-service education with or without EPDA. We have not really emphasized in-service education enough. It is a vital part of professional personnel preparation. We must communicate more about in-service education at all levels. Business, industry, teachers, and students must pass on in-service training needs as they perceive them to administrators and state vo-tech officials. The job of communication belongs to the personnel development coordinator. College and university teacher educators must be receptive to changing needs for in-service education. If they aren't receptive, a substitute agency will evolve to meet the need. We have a lot to do in coordinating in-service professional personnel development.

We should be constantly reminded that the personnel development coordinator must be involved in the total program of personnel development, not just EPDA funded activities. To do otherwise would lead to piecemeal, disjointed, unassociated management of personnel development. The coordinator must do more than coordinate, he must lead, initiate, and innovate. He must serve as a catalyst for personnel development within the state staff and between the state agency and teacher educators in colleges and universities. And too, in order to make any significant long

lasting impact on professional improvement of state staff, teacher educators, vocational teachers, counselors, and administrators, the position of professional personnel development coordinator should have stability. That person should have the necessary expertise, authority, and responsibility to make key decisions affecting personnel development.

DISCUSSION GROUP II REPORT

Linda Letwin
Michigan

The task of Group II was to develop a set of goals in terms of services to be performed, groups to be served, and needs to be addressed, and then to develop a skeleton system or model for personnel development. A subtask was to identify the components of a personnel development system.

An overall goal would be to provide adequate staff in all areas such as teaching, administration, counseling and all the occupational areas for a total vocational education program. The sub-goals under that would identify short-range and long-range professional needs:

1. To develop and administer a plan for recruiting and training professional personnel in accordance with identified needs and commensurate with current and projected business and industrial practices.

2. To identify and coordinate inservice activities aimed at upgrading and/or retraining existing professional personnel.

3. To provide leadership and coordination to the development and administration of professional personnel certification policies and standards.

4. To assure optimal efficiency and effectiveness in the utilization of available resources.

5. To provide for both formative and summative evaluation processes.

The following are the main components of a personnel development model:

1. Assess needs. This involves the collection or gathering of data. Some of the groups that should be included in needs assessment are administrators, teacher educators, students, business and industry and especially teachers. Often teachers are not asked to provide input for a vocational personnel development needs assessment.

2. Analyze. The second step in the model is to analyze the data.

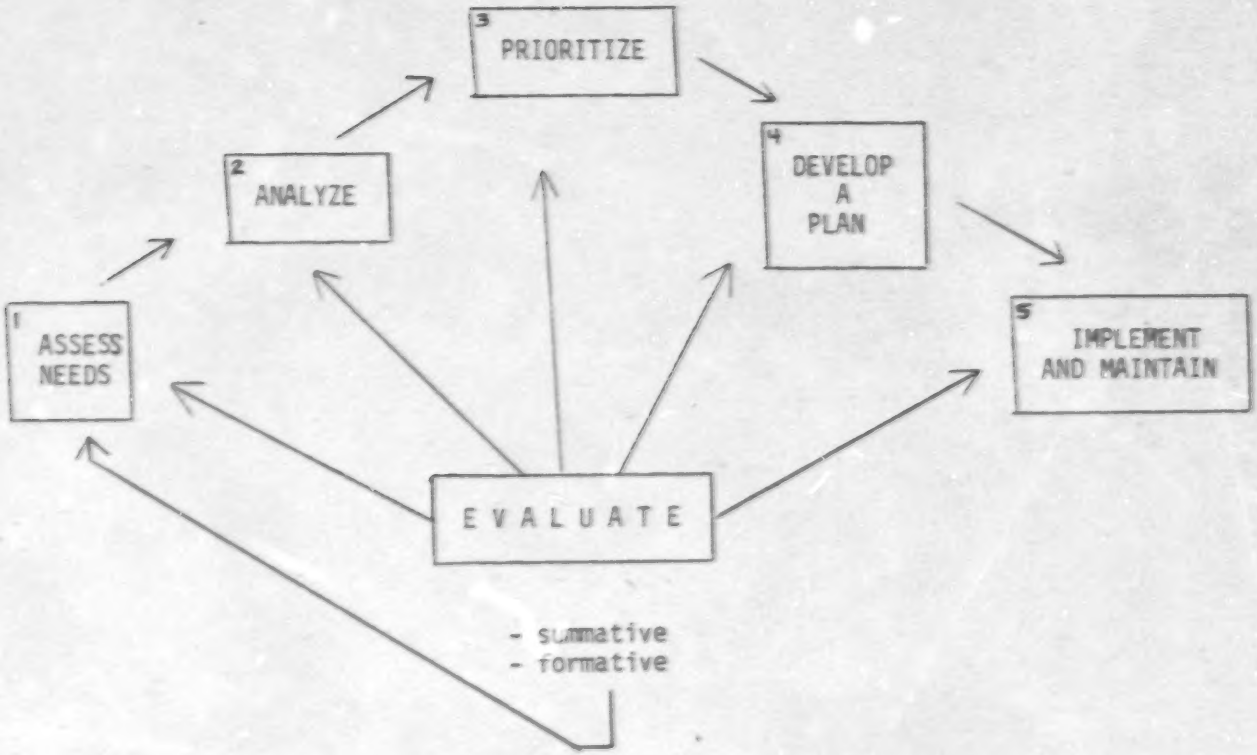
3. Prioritize. The third step is to set priorities. In setting priorities it is suggested that the input of an advisory council or committee be considered at the same time. National priorities, regional priorities, local priorities, employment demand, current legislation and past evaluation should also be considered.

4. Develop a plan. The fourth step of the model is to develop a plan. Through the input of an advisory committee, we would set objectives, identify activities, identify a delivery system or strategy for implementation, set time lines, identify fiscal allocations, identify both human and physical resources, and identify the target population.

5. Implement and maintain. Step number five is the implementation and maintenance of the plan developed in step number four.

6. Evaluate. The sixth step of the model is evaluation. Evaluation relates to every step and should be ongoing in every step of our personnel development model. Both summative and formative forms of evaluation should be used.

PERSONNEL DEVELOPMENT MODEL



DISCUSSION GROUP III REPORT

Joe Dzurenda
New Jersey

Our group had responsibility for identifying the roles of the State Department of Education, the LEA's, and the colleges and institutions. Leadership within the State Department would manifest itself in facilitating projects and programs within the department, implementing those projects and programs, assisting in the decision-making process, setting up policies and procedures in approving programs, assisting the LEA's in developing local programs of professional development, conducting cooperative meetings between the State Department of Education and institutions for program development on the various needs of the teachers and staff, making a needs assessment and setting priorities based on the needs assessment, developing seminars and workshops for new and innovative programs, and coordinating courses for teachers at the institutions. Within the institutions themselves, leadership should be developed to coordinate the various activities among the teacher training institutions that provide inservice training. Local programs for recertification are tied in with the system. Research identifying preservice needs and preservice training theory should be conducted at each of the various agencies as well.

DISCUSSION GROUP IV REPORT

W. A. Rumbaugh
Kansas

Our group was assigned to define the involvement of business and industry in the process of professional development.

Business/industry has a meaningful role to play in identifying the needs of personnel and should be actively involved in state-level planning, implementing, and evaluating the states' personnel development systems. In addition, these advisory groups can and should be actively involved in the delivery system, such as internships for preservice programs and in providing validating experiences in technical competencies for prospective instructors.

This same approach needs to be emphasized in programs in the local education agencies in their processes of developing, implementing, updating, and evaluating programs. Examples of this are numerous, but there is a single commitment to the idea of actively seeking agriculture, business, industry and labor involvement in all the processes--planning, developing, and evaluating personnel. State department personnel and teacher educators should belong to organizations such as the American Society of Training and Development, agricultural groups, home economics-related organizations, personnel directors' associations, etc. Students in teacher education programs should be encouraged to join these and other groups.

Lastly, each state's plan must contain the machinery necessary to implement these recommendations.

MINNESOTA IN-SERVICE PROGRAM FOR VOCATIONAL TEACHER EDUCATORS

George Boroff/John Van Ast
Minnesota

In recent years there has been increasing concern about the relevancy of teacher education programs. There have often been doubts expressed that teacher educators are aware of some of the new educational thrusts in vocational education at the secondary, post-secondary and adult levels. In order to help overcome some of these problems and to maintain high-quality teacher education service, the State of Minnesota has adopted a vocational teacher education certification procedure. This procedure is unique in that the certifying authority has been vested in a Joint Council of Vocational Teacher Educators; a group of teacher educators who are elected to this body by their peers.

In addition to the certifying authority granted to it in the Minnesota State Plan for Vocational Education, the Joint Council of Vocational Teacher Educators has identified one of its roles as the improvement of vocational teacher education to insure programs of the highest quality. It intends to do this by providing experiences for currently certified vocational teacher educators to add depth and breadth to their backgrounds. In 1974-75, the Joint Council sponsored two workshops which provided in-service vocational teacher educator self-improvement activities. At each of these meetings, approximately 100 vocational teacher educators from Minnesota were in attendance. This is an indication of the concern that vocational teacher educators have for their own updating.

The Joint Council of Vocational Teacher Education, being a voluntary, non-funded group, does not have a funding base from which to carry out a comprehensive

program of vocational teacher educator self-improvement. This proposal, while being prepared and submitted by the University of Minnesota, is intended to be used to carry out an in-service vocational teacher education program under guidance and advice from the Joint Council of Vocational Teacher Educators.

The principal objectives of the project being proposed include the following:

1. To provide opportunities for vocational teacher educators to update and upgrade themselves in four topical areas:
   a. Concepts and practices of career education
   b. Working with minority and disadvantaged persons
   c. Performance-based vocational education programs, and
   d. Training programs in business and industry.
2. To provide assistance in vocational teacher education curriculum development to vocational teacher education institutions in the State of Minnesota.
3. To provide opportunities for selected vocational teacher educators to visit and assess the following:
   a. Training programs in business and industry
   b. College and university vocational teacher education programs
   c. Armed forces training centers
   d. CETA vocational programs

Results Expected

As a result of the experiences to be provided, specific outcomes as listed below will be expected.

Vocational teacher educators will:

1. Have a working knowledge of career education concepts and practices. Such working knowledge will be reflected in the content taught and activities taking place in their individual classroom.

2. Be aware of the problems faced by minority and disadvantaged persons pursuing vocational education. Such awareness will be demonstrated in the activities they use in their individual classrooms to prepare teachers who work with minority and disadvantaged students.

3. Be able to develop curriculum and learning activities which are performance based.

4. Be aware of vocational education activities in business and industry and/or systems application to college classroom practices.

5. Modify vocational teacher education curricula as needed to best meet the needs of today's teacher.

6. Utilize ideas gleaned from visits to business and industry training programs, armed forces training centers, and college and university vocational teacher education institutions to improve vocational teacher education curricula in the State of Minnesota.

Approach

Three types of activities will be undertaken to achieve the objectives as listed earlier in this proposal. These activities are outlined below.

Vocational Teacher Educator Self-improvement Seminars

A series of four one-day Vocational Teacher Educator Self-improvement Seminars will be held. Discussions by the Joint Council of Vocational Teacher Educators to date, indicate that the following four topics are most important: career education, working with minorities and disadvantaged, training programs in business and industry, and performance-based vocational education programs. All vocational teacher educators in the state will be invited to participate in each of these seminars. There are at the present time 114 certified vocational teacher educators in the State. These persons are employed in two branches of the University of Minnesota, six state colleges, as well as several private colleges, which

are located in all parts of the State. The seminars will be held under the auspices and planned with the assistance of the Joint Council of Vocational Teacher Educators. The seminars will consist of large- and small-group meetings. Individuals from throughout the United States who have particular expertise in the topical area will be selected to work with seminar participants. Individuals in attendance will be asked to share the learning at the seminar with those from their institutions who could not be in attendance. Project funds will also be used to cover travel expenses of the participants. The employing institutions of each participant will be asked to pay all other expenses of the participant.

Evaluation forms will be distributed at the end of each seminar. Participants will be asked to assess the format, speakers, and activities. In addition, participants will be asked to indicate their needs for future seminars.

Calendar of Events (Anticipated for Seminars):

September 30, 1975: Program for first seminars will be set and invitations to participants will be sent.

October 15-31, 1975: First seminar will be held.

December 15, 1975: Program for second seminar will be set and invitations to participants will be sent.

January 15-30, 1976: Second seminar will be held.

February 28, 1976: Program for third seminar will be set and invitations will be sent.

March 15-31, 1976: Third seminar will be held.

April 15, 1976: Program for Fourth seminar will be set and invitations to participants will be sent.

May 12-25, 1976: Fourth seminar will be held.

Vocational Teacher Education Curriculum Development Assistance

A second set of the activities of this project designed to improve vocational teacher education is to provide this assistance in curriculum development and assessment. This assistance will be provided in two ways: (1) to bring in experts to assist an institution to develop and assess its vocational teacher education curriculua, and (2) to purchase materials to assist in the assessment and development of curriculua. Grants for vocational teacher education curriculum development projects will be awarded on the basis of formal proposals. A subcommittee of the Joint Council of Vocational Teacher Educators will assist in writing proposal guidelines, viewing proposals and making recommendations to the project director of those that should be funded.

Project funds will be used for consultants' honoraria and expenses, as well as exemplary materials. The institution will be expected to provide faculty curriculum writing time and other expenses.

Calendar of Events

September 15, 1975: A call for proposals will be sent to all institutions of higher education in the State of Minnesota which have approved vocational teacher education programs.

October 15, 1975: All proposals due in Project Director's office.

November 1, 1975: Subcommittee of Joint Council of Vocational Teacher Educators will meet to review proposals and make recommendations of those which should be funded to the Project Director.

November 15, 1975: Project Director will make final decision as to the proposals to be funded. Awardees will be notified by mail.

June 15, 1976: Report of curriculum development activities will be in Project Director's office.

Study of Business and Industry, Armed Forces Vocational Training Programs and Other Higher Education Vocational Teacher Education Programs

The third set of activities called for in this proposal will provide opportunities for vocational teacher educators to visit and study business and industry, CETA, and armed forces vocational training programs and other vocational teacher education programs. Grants for these study opportunities will be awarded on the basis of formal proposals. All proposals will be required to carry departmental and institutional endorsement. A subcommittee of the Joint Council of Vocational Teacher Educators will assist in developing proposal guidelines, will review proposals, and will recommend proposals for funding. Visits will be limited to one week in length. Project funds will pay for the direct costs (travel and living expenses) of the awardees. The employing institution will be asked to provide the indivudual's time. A maximum of 15 such proposals will be awarded. No formal report will be made to the Project Director, but the recipient will be required to report to his or her administrator in a form agreed upon between the recipient and the employing institution. It is expected that the recipient will share his/her experiences with faculty peers in either a written or oral report.

Calendar of Events

September 15, 1975: A call for proposals will be sent to all institutions of higher education in the State of Minnesota which have approved vocational teacher education programs.

October 31, 1975: All proposals due in Project Director's office.

November 15, 1975: Subcommittee of Joint Council of Vocational Teacher Educators will meet to review proposals and make recommendations of those which should be funded to the Project Director.

December 1, 1975: Project Director will make final decision as to the proposals to be funded. Awardee will be notified by mail.

Geographic Location

The project will be housed at the University of Minnesota, Minneapolis, MN. It is designed, however, to include participation of vocational teacher educators from the entire State of Minnesota.

Project Director

Charles R. Hopkins
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University of Minnesota
Minneapolis, MN 55455
612-373-3306

B.S. (Business Education) St. Cloud State College, St. Cloud, MN (1960)
M.A. (Business Education) University of Minnesota, Minneapolis, MN (1966)
Ph.D. (Education) University of Minnesota, Minneapolis, MN (1968)

Charles R. Hopkins, Professor and Head of Business Education, has been a member of Business Education faculty since 1966. He taught high school business subjects in La Crosse, Wisconsin for three years and Mounds View, Minnesota for three years. His occupational experience includes work as an accountant and operator-manager of a service station. He was assistant project director for the University of Minnesota, sub-contract on the USOE funded New Office and Business Education Learnings System development project; co-director of a Minnesota Department of Education funded project studying the effectiveness of office procedures, model office and cooperative office education in developing decision making skills and office work perception, and co-director of the Business-Economics Curriculum project at Richfield (Minnesota) Senior High School, one of three such national projects funded by the Joint Council on Economic Education. He is the author of a number or articles and chapters in business education periodicals and yearbooks.

Other Key Personnel

Joint Council of Vocational Teacher Educators

Edgar Persons (Chairperson, Joint Committee)	University of Minnesota
Joyce Pappenfus	College of St. Benedict
Wayne Little	St. Cloud State College
Glenn Dukes	Winona State College
Allan Larson	Southwest State College
Marlowe Wegner	Moorhead State College
Robert Krejcie	University of Minn., Duluth
Tom Sunnarborg	Bemidji State College
Gayle Stelter	Mankato State College
Marjory Moravek	Mankato State College
John Van Ast	State Department of Education
Mary Klaurens	University of Minnesota
Jerry Scheer	Bemidji State College
Mel Johnson	State Department of Education

GEORGIA PERSONNEL DEVELOPMENT PROGRAM FOR CAREER EDUCATION LEADERSHIP

Marion Scott

Federal and state emphasis on establishing, operating, and updating comprehensive career and vocational education programs at the local level requires extensive inservice development of administrative personnel in planning, implementing, and evaluating career and vocational education. Recent research done for USOE indicates two fundamentals necessary for new approaches in vocational and career education to become implemented at the local level:

1. Local administrators must be familiar with and understand the components of the program and have been part of the design of new programs in the local district.
2. There must be a long-range district plan for career and vocational education designed to include new approaches as part of the overall plan, and it must be part of a total plan for education in the local district.

Georgia has made extensive progress in recent years toward the development and implementation of comprehensive vocational and career education programs at the local level and has realized overall success in such efforts. Personnel development activities have also been conducted to assist local teachers and leadership personnel in the implementation and operation of such programs. With primary staff development attention being placed on assistance to local teachers, however, less time had been given, up until 1974, to the preparation of administrators in vocational and career education program implementation. State-directed evaluation of our personnel development program and of local implementation of career education programs indicated that local leadership personnel needed inservice training in a manner and in a direction different

from our past practices. Indeed, if state-wide efforts to extend comprehensive vocational and career education programs locally for all students were to succeed, such programs must be better understood and supported by local school and system administrators.

As a result, the Georgia State Department of Education contracted with Georgia State University to provide an intensive staff development program for local leadership personnel in the planning, development, implementation, and operation of vocational and career education programs in grades 1-12. Dr. Grant Venn served as director for the project and arranged a series of five-day seminars constructed around specific training objectives and products as follows:

As a result of training, each participant will be able to:

1. define, select, and include the components of career and vocational education in a plan for the local school unit; and
2. develop an actual administrative plan for implementation at the local district and building level to include:
   a. responsibility and authority delegation,
   b. job responsibilities,
   c. plans for involving community, staff, and students in implementation, and
   d. plans for evaluation and feedback.

The administrative plan shall:

1. define and lay out time frames for planning, development, organization, evaluation, and review;
2. design a total program and plan for a comprehensive design for vocational and career education;

3. specify times for internal review of plan and program and set a date for an outside evaluation and report;
4. provide a working bibliography of plans, institutions, research, and reports that can be used by the local district over the development period;
5. design a staff development plan for total staff as a basis for implementing the plan; and
6. develop a tentative school board policy on career education.

Participation by local systems was voluntary in that the system superintendent requested that a training seminar be conducted for selected members of his administrative staff. There were many more requests for training than could be filled through the project, so a system of priorities was established to determine which systems appeared to be most committed to receiving training and, therefore, which systems would receive highest options as participants. The priorities were set forth as follows:

1. The superintendent would be available for the full time of the institute.
2. All district principals or those in the schools involved would be available for the full institute.
3. A system plan would be developed that involved the administrative leadership of the school district in the development of multiple components of career education.
4. Space and necessary reproduction and clerical help would be made available by the local system.

Those systems selected for training were personally visited by the project director, and he and the system superintendent planned out each day of seminar sessions to ensure that all training would meet local system needs.

Outcomes of the training seminars during 1974-75 were most encouraging. Each participating local system did develop system and school plans for career education to serve as guides and incentives for future action. In addition, evidence is now being shown that increasing numbers of the 42 school systems participating during 1974-75 have taken definite steps to re-direct the total system curriculum to one that gives primary emphasis at all grade levels to a comprehensive system of career education. Such planning and re-direction are now, more than ever, being supported and, indeed, pushed by school principals and members of the system central office, including the superintendent. These results, as Georgia looks to the future, are very encouraging. In fact, response from local systems was so great in search of the seminar training, and the immediate outcomes from such training have been so obvious, that Georgia State University has again offered training for local system administrators during 1975-76. Latest request counts indicate that approximately 45 additional systems will participate during the current year.

Persons desiring information on specific details relating to this project and its activities may contact Dr. Grant Venn, School of Education, Georgia State University, Atlanta, Georgia.

CONFERENCE SUMMARY: "BE A SUPER ROOSTER"

John Van Ast

You can't have a productive system unless you're a super rooster. What do I mean by a "super rooster"? Those of you who are agriculturists know that unless you have a good rooster in your flock, your egg production is going to be down, not only in size but also in number. And those of you who get the Farm Journal know it does a lot of advertising. A couple of years back there was an advertisement for a "super rooster" for $35, guaranteed to improve the quality and quantity of eggs or your money back. There was this farmer who had 5,000 chickens but just wasn't getting production. He had tried everything else--farm agent, university extension, you name it--so he ordered a mail-order "super rooster." Lo and behold, in 30 eays, the U. S. mail rode right up to his mailbox. Before the mailman had a chance to get out of his truck, the rooster popped out himself and greeted the farmer with, "Here I am." The farmer said, "Am I glad to see you!" The rooster said, "Show me your farm." So the farmer took him over to this big long barn with 5,000 chickens, and he said, "Now, you've got a choice, rooster. Either you increase production, or within 30 days you've had it." The rooster said, "Farmer, don't sweat it." The rooster entered the chicken house, and there was cackling like you wouldn't believe.

At the end of the first week the farmer said to the rooster, "I can't believe it, but within one week the size and number of eggs are up."

After three weeks he talked to the rooster again: "I can't believe what you've done for my flock, but you've got to lay off the ducks and geese. You are going to kill yourself."

After four weeks of increased production beyond his wildest dreams, one morning the farmer walked out in the barnyard, and there in the middle--flat as a flounder--lay his rooster. The farmer slowly walked up and, shaking his head, said, "Rooster, I told you. I told you it was going to kill you. If you had just laid off the ducks and geese, you'd be all right now." Then the rooster opened one eye and whispered, "Farmer, look up there in the sky. See those vultures?" The farmer nodded. "Well," said the rooster, "those vultures are getting closer all the time!"

As an EPDA coordinator, that's the kind of enthusiasm you've got to have. That's the kind of goal-setting you've got to have. Look at the turnover of EPDA coordinators. I believe that those who have been around for three to six years have that kind of vision, and you've got to have it, too. If you accomplish one major feat, you go one rung higher; and there are a lot of vultures out there.

The challenge that I leave for you is to go home and take a day off your schedule to summarize what happened at this conference. Review each tool that has been presented here. Utilize them. They work for others, and they may work for you. "Implementation" was the theme of this conference, and implementation is where the "rubber meets the road." Remember that the chicken farmer had tried everything possible and was willing to try one more approach.

Be a super rooster, and even if you can't get to those vultures, at least you will have tried. Go home and use the things that were shared with you here. The planning committee tried with foresight to put a good conference together; you've got the hindsight now to select and use these ideas. Use them to the best of your ability. Work together with your teacher educators. Without them you're not going to be able to do it; with them you are.

Define the principles which determine the behavior of education; define the broad goals which underly your responsibility effectiveness; and plan your strategy to provide vocational education personnel development leadership for maximum productivity--quality and quantity. Be a super rooster.

CONFERENCE EVALUATION

Near the end of the conference, participants were asked to complete a 25-item Conference Evaluation Form. A facsimile of this form appears as Appendix C. Through the form, conferees were given an opportunity, on 5-item Likert-type scales, to indicate the degree to which (in their judgment) each of the five conference objectives was fulfilled, the degree to which each of the objectives was appropriate, and the extent to which they agreed or disagreed with 11 statements regarding the structure, locale, content and theme of the conference. Participants were also asked to provide certain items of background information about themselves and to make any narrative comments or statements about the conference for the benefit of future program committees.

Excluding four project staff members, there were 77 conferees in attendance. Of this total, 43 (56%) submitted Conference Evaluation Forms. By position category, 29 of the respondents were state professional development coordinators, 7 were representatives of state coordinators, and the remaining 7 were comprised of U. S. Office of Education staff members, teacher educators, EPDA 552 fellows, state directors of vocational education or USOE regional project officers.

Background Data

The background data on respondents provided by the evaluation form are presented in Table 1. The N's at the right of the table indicate the numbers of respondents by years of experience; those at the bottom of the columns indicate the numbers of respondents by position title. Reading across the table, it can be observed that a large majority of the respondents had held their present positions for between two and five years. This was particularly

Table 1. Years of Experience by Position Title

Experience	Position				
	State Coordinator	Rep. of State Coordinator	Regional Project Officer	Other	
Less than 1 year	5 (17.2%)			4	N = 9
2-5 years	20 (69.0%)	5	1	2	N = 28
Over 5 years	4 (13.8%)	2			N = 6
TOTAL	N = 29	N = 7	N = 1	N = 6	N = 43

true of the state coordinators, more than two-thirds (69%) of whom were in this category.

Although the respondents constituted a self-selected sample, position titles were approximately proportionately represented according to the total population of conferees, with two exceptions: project staff members were deliberately excluded, and Regional Project Officers were seriously and inexplicably under-represented. RPO's may have felt that the conference was designed primarily for coordinators and that RPO evaluation was inappropriate. An evaluation form was submitted by only one of the ten Regional Project Officers present.

Fulfillment of Objectives

In this section of the evaluation form, participants were asked to indicate the degree to which the intent of each of the five conference objectives was realized according to the following scale:

5 = Objective completely fulfilled
4 = Objective substantially fulfilled
3 = Objective adequately fulfilled
2 = Objective inadequately fulfilled
1 = Objective not addressed or very poorly fulfilled

Each objective is listed in Table 2, followed by the percentage of respondents checking each of the five response categories. Percentages do not total 100 in two cases because of rounding. "N" figures at the extreme right of the

Table 2. Fulfillment of Objectives--Percentage of Respondents Checking Each Response Category per Objective

Objective	Response Category 5	4	3	2	1	
A. To develop collectively a general philosophy of vocational education professional development.	10	24	44	20	2	N = 41 $\bar{X}$ = 3.2
B. To provide each coordinator participant with information tools and techniques necessary to tailor the general philosophy to the requirements of his/her particular state or territory.	10	32	34	24	0	N = 41 $\bar{X}$ = 3.3
C. To update participant knowledge of the state-of-the-art in performance-based teacher education and to provide "hands on" experience with two PBTE modules.	12	55	24	10	0	N = 42 $\bar{X}$ = 3.8
D. To provide each state personnel development coordinator with a model for an ideal state personnel development system, as well as with descriptions of two systems currently in place which can serve as benchmarks for individual coordinators in assessing the quality and comprehensiveness of their own professional development systems.	12	27	46	16	0	N = $\bar{X}$ = 3.6
E. To increase national, regional and state articulation and coordination through the provision of a forum for the exchange of ideas and new information concerning national, regional and state projects, policies, implementation procedures, practices and priorities.	26	47	21	5	2	N = 43 $\bar{X}$ = 4.2

table vary slightly because some respondents chose not to answer every question. A mean rating ($\bar{X}$) was calculated for each objective.

Table 2 indicates that Objective A, receiving a mean rating of 3.2, was judged by the respondents to have been least well fulfilled. Nevertheless, more than three-quarters of the sample indicated that the intent of the objective was adequately, substantially or completely fulfilled, versus one-quarter who felt it was inadequately or poorly fulfilled. With regard to Objective B, a similar situation prevailed. Ratings were even higher for Objectives C and D, with means of 3.8 and 3.6, respectively. Fully 90% of the respondents judged the intent of Objective C to have been adequately, substantially or completely fulfilled. More than 8 out of 10 respondents indicated a similar judgment for Objective D. The highest rating, 4.2, was given to Objective E. Nearly 94% of the respondents judged the intent of Objective E to have been adequately, substantially or completely fulfilled, as opposed to 7% who considered it to have been inadequately or very poorly fulfilled. Overall, an average of nearly 85% of the respondents indicated that the intent of the five objectives was adequately, substantially or completely fulfilled.

Appropriateness of Objectives

The purpose of this section of the Conference Evaluation Form was to assess the extent to which the conference addressed matters that were of present concern to the participants (i.e., were the objectives and planned activities appropriate; was the subject matter of the conference directed at participant needs and expectations?). Participants were asked to rate each of the objectives stated above according to the following 5-point Likert-type scale of appropriateness:

5 = Highly appropriate
4 = Somewhat appropriate
3 = Moderately appropriate or no opinion
2 = Somewhat inappropriate
1 = Highly inappropriate

The results are shown in Table 3. As in Table 2, the figures in the columns to the right of each objective indicate the percentage of respondents who checked each of the five appropriateness categories for a given objective. N equals the number of respondents per objective, and $\bar{X}$ indicates the mean appropriateness rating for each objective across all five categories.

Table 3. Appropriateness of Objectives--Percentage of Respondents Checking Each Response Category per Objective

Objective	Response Category 5	4	3	2	1	
A. Objective A stated above	43	29	19	9	0	N = 42
						$\bar{X}$ = 4.1
B. Objective B stated above	31	48	14	5	2	N = 42
						$\bar{X}$ = 4.0
C. Objective C stated above	31	50	17	2	0	N = 42
						$\bar{X}$ = 4.1
D. Objective D stated above	45	38	12	5	0	N = 42
						$\bar{X}$ = 4.3
E. Objective E stated above	62	33	5	0	0	N = 42
						$\bar{X}$ = 4.6

As can be seen from Table 3, the respondents rated the degree of appropriateness of the objectives even higher than they rated the degree of fulfillment of the objectives. Every objective received a mean ($\bar{X}$) rating of four or higher on the five-point scale. Nearly three-quarters of the group felt that Objective A was somewhat appropriate to highly appropriate; fewer than one respondent in ten considered it to be even somewhat inappropriate. A similar situation prevailed regarding Objectives B, C, and D, which received positive ratings (four or five) from 79%, 81%, and 83% of the group, respectively. Objectives B, C, and D received negative ratings (two or one) from only 7%, 2%, and 5% of the respondents, respectively. Only Objective B was considered highly inappropriate by any respondent, and that was by only one person (2%). With a mean of 4.6, Objective E received the highest appropriateness rating of all the objectives. Ninety-five percent of the respondents felt that it was somewhat to highly appropriate. The remaining 5% had no opinion or thought Objective E was moderately appropriate. No respondent considered it to be in any respect inappropriate.

It would certainly appear from the mean ratings in Table 3 that the planning committee members were sensitive to the needs of the state personnel development coordinators.

Structure, Locale and Content

In the fourth section of the Conference Evaluation Form, participants were asked to indicate, on the following 5-point scale, the extent to which they agreed with 11 statements concerned with conference structure and format, locale, content and theme.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

The 11 statements and the percentages of respondents checking each of the categories are presented in Table 4. N equals the number of respondents to each statement, and $\bar{X}$ indicates the mean agreement rating for each statement.

Table 4. Percentage of Respondent Agreement with 11 Statements

Statement	Response Category 5	4	3	2	1	
A. I favor the Monday afternoon starting time and evening session.	63.4	22.0	4.9	9.8	0.0	$\underline{N}$ = 41 $\bar{X}$ = 4.4
B. I favor some other arrangement.	10.0	15.0	20.0	35.0	20.0	$\underline{N}$ = 20 $\bar{X}$ = 2.6
C. I favor variety in geographic locations for national professional development conferences.	71.4	23.8	2.4	2.4	0.0	$\underline{N}$ = 42 $\bar{X}$ = 4.6
D. This conference had a good balance between large group presentations and small group working sessions.	33.3	53.9	5.1	7.7	0.0	$\underline{N}$ = 39 $\bar{X}$ = 4.1
E. The Quality Inn-Cibola is a good place to hold a conference.	24.4	41.5	4.9	19.5	9.8	$\underline{N}$ = 41 $\bar{X}$ = 3.5
F. The large group presentations were helpful.	22.5	75.0	2.5	0.0	0.0	$\underline{N}$ = 40 $\bar{X}$ = 4.2

Table 4 (continued)

Statement	Response Category 5	4	3	2	1	
G. The small group working sessions were productive.	17.5	62.5	7.5	10.0	2.5	$\underline{N}$ = 40 $\overline{X}$ = 3.8
H. Overall, this conference was better than previous national professional development conferences I have attended.	32.3	41.9	12.9	12.9	0.0	$\underline{N}$ = 31 $\overline{X}$ = 3.9
I. Overall, this conference compared favorably with most national conferences (on any topic) I have attended.	17.5	65.0	7.5	10.0	0.0	$\underline{N}$ = 40 $\overline{X}$ = 3.9
J. I think that the theme of next year's conference should be evaluation and quality control in professional development.	30.0	40.0	22.5	7.5	0.0	$\underline{N}$ = 40 $\overline{X}$ = 3.9
K. (PD coordinators only) I would have been able to attend this conference even if travel funds had not been provided by USOE/COE.	15.6	25.0	6.3	15.6	37.5	$\underline{N}$ = 32 $\overline{X}$ = 2.7

From Table 4 it can be seen that well over three-fourths of the respondents favored the Monday afternoon starting time and Monday evening session. About one-fourth favored some other arrangement, specifically (from their comments in the next section) arrival Sunday evening with a Monday morning starting time and no Monday evening session. The latter has been the traditional arrangement for national personnel development coordinators' conferences.

Previously, such conferences have been held in Washington, D. C. This year's conference in Arlington, Texas, was a sharp departure in terms of locale. The vast majority (95%) of the respondents favored variety in geographic locations.

Eighty-seven percent of the respondents agreed or strongly agreed that the conference had a good balance between large group presentations and small group working sessions. However, while 97% agreed or strongly agreed that the large group presentations were helpful, only 80% agreed or strongly agreed that the small group sessions were productive.

Overall, this conference was judged to be better than previous national professional development conferences attended by three out of four respondents. Thirteen percent were undecided, and another 13% felt it was worse. Interestingly, when asked to compare this conference with other national conferences on any topic attended, the favorable agreements increased to 82.5%, with 7.5% undecided and only 10% judging it to be worse. This would tend to indicate that the four previous national conferences for personnel development coordinators have been somewhat better than typical national conferences attended by these participants.

Evaluation and quality control as a conference theme, postponed until next year by the conference program committee, was favored by 70% of the respondents with 22.5% undecided and fewer than 8% expressing disagreement with the program committee's decision.

A majority (53%) of the coordinators who responded felt that they would have been unable to attend the national conference had travel funds not been provided by USOE/COE. More than six percent were not sure they could have attended, and about two out of five (41%) were sure they could have attended even if travel monies had not been provided by USOE/COE.

Finally, two out of three participants felt that the Quality Inn-Cibola was a good place to hold a conference. It is apparently an excellent place to hold a conference if one does not have to eat there. Virtually all of the

negative comments (see next section) with regard to the Cibola were concerned with the quality of the food and food service.

Participant Comments

The last section of the Conference Evaluation Form was designed to elicit narrative comments and suggestions from the participants. To foster unity, coherence and emphasis, the responses have been grouped into the following six categories: Conference Format, Accommodations, Presentations, Future Planning, Next Year's Conference, and Miscellaneous. In every case, however, the responses are presented exactly as they appeared on the evaluation forms.

Conference Format

Excellent idea to provide new EPDA coordinators the time to meet with USOE officers and experienced EPDA coordinators.

Start Monday a.m. and eliminate p.m. meeting.

Needed more time for AVEPDA meeting, especially as it related to legislative discussion.

Additional time was needed for meeting with regional coordinators and regional project officers.

Excellent conference.

My thanks to all involved in planning this conference. It was one of the best I have attended.

Unique ideas for obtaining and analyzing "needs" data.

Congratulations to the committee on the different job done.

Start in the morning with no evening sessions.

Priorities were on target--good job on the [part of the] planning committee.

Start at 8:30--end at 4:30; come in Sunday--meet Monday morning.

Good conference.

Need to start in morning of first day to take advantage of time.

Needed more in-depth treatment of the objectives.

Needed more opportunity for dialogue between coordinators.

Planning committee members should be congratulated for a well-planned conference.

Conference also needed a Tuesday evening session.

Alternative and innovative techniques for effecting meaningful change in educators' behavior.

Distribute written conferences [sic] at least during the first day.

Accommodations

Motel--o.k.; restaurant--terrible.

Try to find a conference site with more alternative eating facilities.

Food service is an important component of the meeting--that component was horrible.

Hotel needs to be selected with adequate eating facilities.

Food service poor.

Presentations

Limit presentations to summaries and answering questions.

Presenters obviously need some encouragement to utilize multi-media in their parts of the program. The lecture method which was used detracted from what should have been most useful material. Hand-outs would also help.

Have the presenters prepare written position papers in their field--it takes too long to get proceedings.

Future Planning

Invite island territories to make presentations of their projects in the future.

Have participants work in groups by regions at least once during conference.

Would suggest more time be allowed for small group sessions.

More regional meetings--perhaps all group work.

Prepare written information about the important and/or relevant discussions, e.g., funding, national priorities.

More small-group work (nuts and bolts).

When working on program items like development of a philosophy--a Task Force should develop an outline of a philosophy upon which to work rather than starting from scratch.

To save time, a draft of a philosophy and rationale could have been prepared ahead of time by planning group and then total group be given opportunity to refine during conference.

Get priorities out earlier in the program--much discussion would have resulted.

Have some type of meeting just for new coordinators:

1. Keys on proposal preparation.
2. Explanation of initials and terms. (What is familiar to old-timers is new to others.)
3. Overall, it would be a help in getting to be a part of the group.

More pre-conference assignments for each participant.

Have exchange of "how we do it" types of information between states.

Need a session for orientation for new coordinators.

Techniques for preparing State Plan of Action.

Continue "Show and Tell" (regional and state).

More leadership and structure to conference program design and orchestration.

Have examples of working and/or proposed philosophy statements and personnel development systems to react to and adapt.

The reports of small groups at this conference could be drafted and sent to participants for review, suggestions, revisions and returned for final draft which could be reviewed at next year's meeting for final editing and comments and then published during Spring, 1977.

Why haven't previously developed documents been used as a basis for moving forward? Philosophy should have been studied a year ago.

Maintain open discussion--workshop activity.

Next Year's Conference

Strongly urge that evaluation be taken up at the next conference.

Next year should be a follow-up on this year's conference.

Next year's focus: Coordination of a total national and state vocational personnel development program. In other words, let's have the 552 and 553 coordinators meet and develop a plan!

Quality control means something different than evaluation and would hold promise as a new topic for next year's conference.

I would be interested in evaluation and a progress report of PBTE at next year's conference.

Miscellaneous

The air polluted by smokers was killing me.

APPENDIX A

AGENDA

FIFTH ANNUAL NATIONAL CONFERENCE FOR
PERSONNEL DEVELOPMENT COORDINATORS

"Philosophy, Program Development and Implementation"

AGENDA

MONDAY, JANUARY 26, 1976

11:00 a.m. - 2:30 p.m.	Registration - Main Lobby, Quality Inn-Cibola Arlington, Texas
2:30 p.m. - 2:45 p.m.	Welcome and Opening Remarks - Auditorium Charles Jones, Marshall University, Presiding
2:45 p.m. - 3:30 p.m.	"A Philosophy for Professional Development" - Auditorium Dewey Adams, Virginia Polytechnic Institute and State University
3:30 p.m. - 3:45 p.m.	Break - Lobby of the Cibola Center
3:45 p.m. - 5:30 p.m.	Group Work on Philosophy Development - Group Assignments on Auditorium Door A & B - Auditorium C & D - Mendoza Room E - Suite 511 F - Suite 512
5:30 p.m. - 7:00 p.m.	Dinner
7:00 p.m. - 8:00 p.m.	"Performance-Based Teacher Education" - Auditorium Robert Norton, The Ohio State University
8:00 p.m. - 9:00 p.m.	PBTE Module Walk-Through - Group Assignments on Auditorium Door 1 & 2 - Auditorium 3 - Mendoza Room 4 - Suite 511 5 - Suite 512
9:00 p.m. -	Social Hour - Suite 435-436

TUESDAY, JANUARY 27, 1976

8:30 a.m. - 9:15 a.m.	"The Ideal State Professional Development System" - Auditorium Darrell Parks, Ohio
9:15 a.m. - 9:30 a.m.	Break - Lobby of the Cibola Center

9:30 a.m. - 12:00 noon	"Components of the Professional Development System" (Participants rotate through small groups, one for each component - Group assignments to be determined in general session.) A & B - Auditorium C - Mendoza Room D - Desoto Room E - Devaca Room
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	"Two Exemplary State Professional Development Systems" - Auditorium Robert Kerwood, Arizona Richard Hofstrand, Illinois
2:00 p.m. - 2:30 p.m.	"Two Exemplary Regional Projects" - Auditorium Region VI, Billy Pope, Texas Region VIII, Vern Bak and Richard Edsall, Colorado
2:30 p.m. - 3:00 p.m.	Small Group Reports on Philosophy Development - Auditorium Group Leaders
3:00 p.m. - 3:15 p.m.	Break - Lobby of the Cibola Center
3:15 p.m. - 4:00 p.m.	Reaction to Group Reports/Develop Draft of Philosophy - Auditorium
4:00 p.m. - 5:00 p.m.	Business Meeting - Auditorium Charles Jones, Presiding
Evening -	Informal meetings as desired

WEDNESDAY, JANUARY 28, 1976

8:30 a.m. - 9:15 a.m.	"Two Exemplary State Subprojects" - Auditorium Minnesota - John Van Ast/George Boroff Georgia - Marion Scott
9:15 a.m. - 9:45 a.m.	"Implications for Personnel Development" - Auditorium Charles Jones, Marshall University
9:45 a.m. - 10:00 a.m.	Break - Lobby of the Cibola Center
10:00 a.m. - 10:45 a.m.	"Policies, Procedures and Priorities" - Auditorium Duane Nielsen and Muriel Tapman, USOE
10:45 a.m. - 11:45 a.m.	Regional Project Officers Meet with Coordinators by Region I & II - Auditorium III & VII - Mendoza Room IV - Suite 511 V & X - Desoto Room VI - Devaca Room VIII - Suite 513 IX - Suite 512

11:45 a.m. - 12:30 p.m.	"Conference Summary" - Auditorium John Van Ast, Iowa State University (Evaluation forms, travel vouchers, etc.)
12:30 p.m.	Adjourn

*NOTE: At 1:30 p.m. Wednesday and during the morning Thursday, Regional Project Officers will meet with Muriel Tapman in Suite 512.

CONFERENCE PLANNING COMMITTEE

Charles Jones, Marshall University
Robert Kerwood, Arizona State Department of Education
John Van Ast, Iowa State University
G. William Porter, Center for Occupational Education, North Carolina State University

APPENDIX B

LIST OF PARTICIPANTS

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APPENDIX C

CONFERENCE EVALUATION FORM

FIFTH ANNUAL NATIONAL CONFERENCE FOR
PERSONNEL DEVELOPMENT COORDINATORS

Conference Evaluation Form

I. Background Information

A. Position (check one):
_____ 1. State Coordinator of Personnel Development
_____ 2. Representative of a State Coordinator
_____ 3. Regional Project Officer
_____ 4. Other (specify)_____

B. Experience in Present Position (check one):

_____ 1. Less than one year

_____ 2. Two to five years

_____ 3. Over five years

C. Region (indicate OE region): _____

D. Number of annual national conferences for personnel development coordinators attended _____

II. Fulfillment of Objectives

Please indicate (by encircling the appropriate number following each objective) the degree to which, in your judgment, the intent of the objective was fulfilled. Use the following scale:

5 - Objective completely fulfilled
4 - Objective substantially fulfilled
3 - Objective adequately fulfilled
2 - Objective inadequately fulfilled
1 - Objective not addressed or very poorly fulfilled

A. To develop collectively a general philosophy of vocational education professional development. 5 4 3 2 1

B. To provide each coordinator participant with information tools and techniques necessary to tailor the general philosophy to the requirements of his/her particular state or territory. 5 4 3 2 1

C. To update participant knowledge of the state-of-the-art in performance-based teacher education and to provide "hands on" experience with two PBTE modules. 5 4 3 2 1

D. To provide each state personnel development coordinator with a model for an ideal state personnel development system, as well as with descriptions of two systems currently in place which can serve as benchmarks for individual coordinators in assessing the quality and comprehensiveness of their own professional development systems. 5 4 3 2 1

E. To increase national, regional, and state articulation and coordination through the provision of a forum for the exchange of ideas and new information concerning national, regional, and state projects, policies, implementation procedures, practices, and priorities. 5 4 3 2 1

III. Appropriateness of Objectives and Activities

The purpose of this section is to assess the extent to which the conference addressed matters that are of present concern to you (i.e., were the objectives and activities appropriate; was the subject matter of the conference directed at your needs and expectations?). Please rate each objective according to the following scale:

5 - Highly appropriate
4 - Somewhat appropriate
3 - Moderately appropriate or no opinion
2 - Somewhat inappropriate
1 - Highly inappropriate

A. Objective A stated above 5 4 3 2 1

B. Objective B stated above 5 4 3 2 1

C. Objective C stated above 5 4 3 2 1

D. Objective D stated above 5 4 3 2 1

E. Objective E stated above 5 4 3 2 1

Please list those objectives or activities that you think might have been more appropriate:

IV. Please check the appropriate column for each statement below.

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
A. I favor the Monday afternoon starting time and evening session.					
B. I favor some other arrangement (specify):					
C. I favor variety in geographic locations for national professional development conferences.					
D. This conference had a good balance between large group presentations and small group working sessions.					
E. The Quality Inn-Cibola is a good place to hold a conference.					
F. The large group presentations were helpful.					
G. The small group working sessions were productive.					
H. Overall, this conference was better than previous national professional development conferences I have attended.					
I. Overall, this conference compared favorably with most national conferences (on any topic) I have attended.					

	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
J. I think that the theme of next year's conference should be evaluation and quality control in professional development.					
K. (PD Coordinators only) I would have been able to attend this conference even if travel funds had not been provided by USOE/COE.					

V. Comments and Suggestions for Future Program Committees:

ED 088 100

REPORTS IN THE
CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

1. Coster, John K. **The Development of a Vocational-Technical Education Personnel Development Program in a State**

2. Coster, John K., and Nicholas L. Paul. **Seminar for Developing State Programs for Vocational Education Professional Personnel**

3. Coster, John K., and Sue J. King. **Conference of Vocational Education Personnel Development Coordinators**

4. Drewes, Donald W. **A Planning System for the Implementation of Section 553, Education Professions Development Act, in State Agencies for Vocational Education**

5. Klein, Gerald. **A Suggested Procedure of Preparing Budget Notes and Contractual Agreements for Projects Funded Under EPDA, Part F** OUT OF PRINT

6. Shook, Mollie W., editor. **A Preliminary Survey of Professional Development Programs Funded Under Section 553, Education Professions Development Act**

7. Cochran, Leslie H., and Richard M. Libby, editors. **The Place of Industrial Arts in Career Education**

8. Robb, Felix C. **Education—1985**

9. Klein, Gerald. **State-Level Management Techniques and Procedures for Implementing Projects Under EPDA, Part F, Section 553**

10. Pucinski, Roman. **Everything You Always Wanted to Know About the National Legislature but . . .** OUT OF PRINT

11. Hampson, David H. **Educational Product Development and Evaluation**

12. Shook, Mollie W., and Sue J. King, editors. **National Invitational Conference on Occupational Education for Chief State School Officers**

13. Coster, John K., editor. **Vocational Education—1985**

14. Porter, G. William, and John K. Coster. **Career Education Professional Development in Six Selected States**

15. Coster, John K., G. William Porter, and William L. Ballenger. **An Analysis of Definitions of Career Education**

16. Ellis, Mary L., editor. **Women at Work**

17. Coster, John K. **Anatomy of an Act in Action: System Change in Vocational Education Personnel Development**

18. Drewes, D. W., J. T. Nerden, J. E. S. Lawrence, and E. H. Oglesby. **Questions in Vocational Education . . .** OUT OF PRINT

19. Porter, G. W., R. L. Bogart, and S. J. King, editors. **Philosophy, Program Development and Implementation: Proceedings and Evaluation of the Fifth Annual National Conference for State Personnel Development Coordinators**